

The Constructive Principal
Case Narrative Outline

- I. Introduction
 - A. Background and Experience
 - B. School Setting
 - 1. School Characteristics
 - 2. District Characteristics
 - C. Defining the Constructive Style
 - 1. Cultivating Culture
 - 2. Building the Program
 - 3. Forming a Style
- II. Cultivating Culture
 - A. Emanating Eminence
 - 1. Self-asserting
 - 2. Commanding
 - a. Exhibiting
 - b. Exposing
 - c. Evoking
 - 3. Persuading
 - B. Preserving Community
 - 1. Energetic Engaging
 - a. Being visible and involved
 - b. Being socially inclined
 - c. Being action oriented
 - 2. Generous Succoring
 - a. Caring
 - b. Assisting
 - c. Empowering
 - 3. Resourceful Coalescing
 - a. Identifying with the school
 - (1) Personalizing
 - (2) Personifying
 - b. Infusing school spirit
 - (1) Advancing athletics
 - (2) Sponsoring symbols
 - c. Inspiring teamwork
 - 4. Proud Acclaiming
 - a. Complimenting
 - b. Commending
 - C. Providing Structure and Stability
 - 1. Upholding
 - a. Delineating
 - b. Equalizing
 - c. Monitoring
 - 2. Regulating
 - a. Selecting
 - b. Overseeing
 - c. Protecting

3. Disciplining
 - a. Adjudicating
 - b. Adjudging
4. Mediating

II. Building the Program

- A. Envisioning Dreams
- B. Advancing Productivity
 1. Promoting Performance
 - a. Fostering self-improvement
 - b. Differentiating assignments
 - c. Supervising skillfully
 2. Plentiful Provisioning
 - a. Frugal financing
 - b. Prioritized purchasing
 - c. Resourceful optimizing
- B. Improving Operations
 1. Gathering Information
 - a. Researching
 - b. Communicating
 2. Evaluating Information
 - a. Comparing
 - b. Analyzing
 5. Synthesizing
 3. Determining Direction
 - a. Making decisions
 1. Consultative
 2. Democratic
 3. Autocratic
 - b. Committing to action
 4. Communicating Direction
 - a. Speaking clearly and concisely
 - b. Providing rationale
 - c. Conveying conditions and consequences
 5. Enforcing Direction
 - a. Confronting
 - b. Supporting
 - c. Redressing

III. Casting Vision into Form

The Constructive Principal Case Narrative

Introduction

It takes a special kind of respect and authority to assume the principalship of a school in which one has spent an entire career. That, however, is exactly what Connie Conrad did, supported by the school, the community, and the district school administration. In fact, on the day her appointment made the local news, Connie (C) received 22 bunches of flowers. (Appendix H, C3 Doc 1, Lines 2863-2890)

C: Parents, teachers, and friends, sent flowers. The truck was from one florist and came about three times.

Unbelievable. They were everywhere. Everybody was coming out and laughing.

The superintendent's secretary called and asked me how I was doing. I thought well, they shouldn't pay me for the day when all I was doing was getting flowers.

Dedicated and responsible, Connie began her career as a high school principal in the very same school in which she obtained her first teaching assignment. Coincidentally, Greenland High School was brand new as well. Unbeknownst to her, Connie would remain at Greenland for 27 years until her appointment as principal.

Greenland High School sits statuesquely against the valley skyline on a large tract of rolling green grass. The school, which is 27 years old, houses grades 10 through 12. It serves a homogeneous, primarily white, middle class student population numbering approximately 900. There are approximately 80 staff members supporting the school operation.

Greenland Junior High School is located on the same tract of land directly behind the senior high. It is the only feeder to the high school and serves grades 7 through 9. District plans for next year, however, change the junior high to a middle school serving grades 6 through 8; the high school will then serve grades 9 through 12.

Background and Training

Connie began her career in education at Greenland High School. At the time, Greenland was a new high school built in the valley area where Connie grew up. After majoring in science at a college in the state, Connie returned home to become a teacher. She married her husband the same year she began teaching, and together they raised children on the family dairy farm.

Connie is extremely family oriented and continues to live on the dairy farm where three generations of the Conrad family reside. Her son and his wife live and work on the farm; the grandparents also reside there. Connie is the family matriarch; and, in addition to her responsibilities as wife and mother, she manages the finances for the family dairy business.

Connie taught for only one year before the principal asked her to be a guidance counselor. (Appendix H, C1 Doc 1, Lines 33-40)

C: He wanted to know if I would go back to school and get a master's degree in guidance and be a guidance counselor the following year.

At that time, he would start me in guidance without being certified without the school being punished.

Connie attended graduate school to obtain certification in guidance and counseling while holding two positions within the school: science teacher for one period and guidance counselor the rest of the day. She continued working as a counselor until her appointment as guidance coordinator six years later.

Connie enjoyed working in guidance, which involved assisting students and their families. Through the position, she found herself intimately connected with the community as well as with the staff. In addition, the master schedule facilitated closer involvement with the staff. To this day, Connie is still very much involved with both the community and the master schedule.

While she was getting her master's degree, Connie decided to take her elective courses in administration. This eventually led to full secondary administrative certification which, in turn, led to her appointment as assistant principal after four years as a guidance coordinator.

About ten years after Connie began working at Greenland, one of the assistant principals, Dr. John Jenkins, received the appointment of principal. Connie had worked with Dr. Jenkins for nine years. Before entering administration, Dr. Jenkins had been Greenland's basketball coach while Connie kept score and sponsored the cheerleaders. They became steadfast friends, serving as guidance counselors together for several years until Dr. Jenkins' appointment to assistant principal. Connie was also a friend of his wife's, with whom she has played bridge for many years.

When the position of assistant principal became available at Greenland, it was not surprising that Connie received the appointment. She served in the position of assistant principal for 17 years under Dr. Jenkins until his promotion to a district level position. Connie succeeded him as principal, garnering the distinct honor of being the first female high school principal appointed in the district.

As the senior member of the school staff, empowered as leader by both the school district and the community, Connie expanded her familial matriarchal role and took charge of the Greenland school community. With what she characterizes as a "natural sensitivity to children" and a service orientation to her work, Connie focuses her energies to bring together the very best in human and material resources needed to accomplish the school mission.

Now in her sixth year as principal, Connie commits her power and authority to making improvements. Although she partially credits her counseling background, Connie possesses genuine skill and interest in working with people. Consequently, she is able to make these improvements with trust and support from her staff and community. Through a seemingly natural ability to cultivate culture and build the school program, Connie administers with a style characterized as "constructive". (Appendix H, C3 Doc 1A, Lines 16 - 115; Appendix D, Pages 5 and 6)

School Setting

The school setting is the environment within which the principal administers. It is composed of school characteristics and district characteristics. (Appendix D, Page 7)

School Characteristics

School characteristics are those attributes associated with the organization within which the principal administers.

Setting is the frame of reference within which a principal's behavior occurs. The setting for this analysis is Greenland High School. It is a suburban school, statuesquely situated on a large tract of rolling grassland set against the backdrop of a mountain skyline. The contrast between the grassland and the deep blue sky creates an intense setting where Vikings rule.

Greenland High School is 27 years old; it houses grades 10 through 12. It serves a homogeneous, primarily white, middle class student population numbering approximately 900. There are approximately 80 faculty and staff supporting the local school operation.

Directly behind the high school is the junior high school, which serves grades 7 through 9. It is the primary feeder to the high school, thus creating a strong sense of physical community. The two schools not only share the same student population but also share various resources, services, and facilities. Proximity breeds familiarity, loyalty, and allegiance as students matriculate the junior high and attend the nearby senior high across a span of six years. (Appendix D, Page 7)

District Characteristics

Greenland High School is one of four high schools and a vocational technical center located in an urban/suburban community surrounded by the Black Hills. The district superintendent is chief executive officer of the school system and oversees school operations for approximately 28 schools and centers, which serve approximately 14,000 students.

Connie has a good working relationship with the school superintendent who visits the school occasionally. She maintains a professional and personal friendship with the former principal of Greenland, Dr. Jenkins, who now serves as assistant superintendent. (Appendix D, Page 7)

Defining the Constructive Style

Connie's appointment to Greenland High School as principal provided a context in which her administrative skills as well as her matriarchal qualities could flourish. This blend enables Connie to facilitate growth in both people and resources with great success.

When Connie reflects on vision, one of the things she thinks about is improving the school facility itself. The needs of the school have been changing and growing: A new wing to the building is currently under construction and the outlook looks good for approval of a new field house. The current field house cannot adequately support the spectator and participant needs any longer. Connie is very concerned that these improvements, along with a landscaping plan, occur as soon as possible. Coincidentally, Connie is currently renovating her own home. Blueprints emerge as a significant symbol during this time for Connie. (Appendix H, C3 Doc 1A, Lines 133-134, 2010-2029, 2022-2029; Appendix D, page 4))

C: Being visionary like the
construction renovation
. . . and long-range
planning . . . they
involve the landscaping
plan . . . and building
a gym some day.

Construction projects alone do not provide the basis for characterizing her style. It is rather that construction is a metaphor for Connie's ability to create something whole and worthwhile using her skills and abilities as tools and her resources as raw materials. The building projects are living proof that her administrative style focuses on turning vision into form.

Connie possesses an administrative style that promotes working together to enhance the school operation. This, in turn, improves the well being of the community. Connie Conrad is the constructive principal: a principal who builds up things, giving form to ideas as well as strength and direction to people and programs.

Cultivating Culture

Cultivating culture is the first of two primary processes associated with Connie's administrative style. It means promoting the growth and development of shared beliefs, behaviors, and characteristics within a group of people who support a common mission. More specifically, it concerns exhibiting eminence among a collective body of students, staff, parents, and community members to create solidarity and security in service to common goals.

Building the Program

Building the program is the second primary process associated with Connie's administrative style. It means establishing direction and control to enhance operations and conditions. More specifically, it concerns managing operations to upgrade programs, policies, procedures, and performance.

Forming a Style

When the highest aspects of occupational commitment come forth as cultivating and building, the constructive administrative style takes form. This is a style motivated by a strong desire to nurture and empower people who share a common work ethic.

With a strong sense of duty and responsibility, Connie uses her communication skills to consult with her staff and the community to create consensus and to build support for school programs. Through this unique style Connie renders her administrative talents and offers her concentrated commitment, enormous energy, and powerful presence to advance the educational mission.

Cultivating Culture

Cultivating culture is the first of two primary processes associated with Connie's constructive administrative style. It means promoting the growth and development of shared beliefs, behaviors, and characteristics within a group of people who support a common mission.

Since the opening of the school, patterns of commonly held values, beliefs, and traditions have formed. There are written and unwritten rules by which people live, a mode of understanding about "what we do and do not do around here" As Connie worked her way up to the principalship, she has played an integral part in shaping Greenland's culture. She reports that she has remained at Greenland her entire career because she believes in the commonly held values of dedication, pride, and commitment to work, as well as friendship and competition.

Connie especially enjoys the dedication and sense of pride at Greenland that is strengthened by a long history of active staff and community support of high academic expectations, athletic activities, band and music programs, student organizations, and special events. In her present role as principal, Connie promotes a focus on the child. She believes that the faculty and staff are to keep the students and parents uppermost in their minds: "We are here to serve the students and the parents".

Homogeneity and longevity characterize Greenland's culture. The staff and community share a long history together. Andrew Anderson, one of Connie's assistant principals, characterizes the school community as "established". Generations of families have attended Greenland, and Connie prides herself on knowing almost every one of them. Andrew reports, "There is not another person in the world who knows this community like Connie".

In honoring her values of friendship and competition, Connie is very active in a variety of community-based groups. ([Appendix H, C3 Doc1A, Lines 2541-2552](#))

C: I do have outside interests primarily golf and bridge. And, I belong to the women's club, which is a very strong women's club. I am very active in that, never miss a meeting. I am a fanatic about it. And, also I am very strongly involved in my church.

Connie joined the bridge group, made up of school staff and community members, when she began teaching and has remained actively involved throughout her entire career.

In so many ways, Connie views Greenland as a natural extension of her own family and the community to which she is strongly committed. The value of familial connection plays an important role in how Connie views herself and the people she manages. In the following comment, Connie articulates this belief.

C: I couldn't believe
this
Representative Carson
did not carry his own
home county. You
would think your own
home town people
would vote for you
even if you were
awful.

As an important member of the school, the church, and the community, Connie naturally assumed the role of matriarch in the Greenland School community. She has not only placed a great deal of emphasis on connections both within the school and in the community, but she has also fostered commitment to nurturing the people and the programs. This commitment, along with a strong sense of justice, has garnered her respect and status. Through her matriarchal role, she has become an embodiment of the values, beliefs, and traditions of the Greenland school community. It is a well-known fact that Connie's "blood runs green", one of the school's colors.

Cultivating culture is an extremely important process because it supports relationships among and between the various constituents in an organization. As matriarch, Connie is able to influence commitment to the school mission by strengthening the well being of the culture. She uses three processes to accomplish this: emanating eminence, strengthening the collective, and providing structure and stability.

Emanating Eminence

Emanating eminence means giving forth a powerful presence, which signifies status and authority. Status connotes high position or standing while authority implies vested power to decide and determine. It is the first of three secondary processes, which support cultivating culture.

Connie is the official leader of Greenland High School, vested with both status and authority. Her power accrues from appointment by the school board, the official governing body of the school system, and support by the superintendent, the highest-ranking school official.

Officially, Connie rose through the ranks from teacher through counselor, guidance coordinator, assistant principal, and then principal. In a manner of speaking, she "paid her dues" by learning from and mastering positions of lower "rank" and then rising above them through promotion.

Connie is also the natural leader sanctioned by the community because she personifies many of the characteristics associated with people in

leadership positions there. She embodies many of the values and ideals of the culture she serves. She possesses an inner strength and strong will which manifest through her commitment to her position as principal. People not only respect her professionally, but they respect her personally and appreciate the effort she puts forth in working for the people of Greenland.

There is a sign in her office that symbolizes her status and authority; it reads "I'M THE BOSS, THAT'S WHY". Connie expects that people know her thoroughness and unparalleled knowledge of Greenland's people and programs. She expects that they trust her and understand that she will make the best decisions for everyone.

The sign signifies her eminence, which she exhibits primarily through three processes that work together to support this secondary process. The three processes are self-asserting, commanding, and persuading.

Self-Asserting

Self-asserting is the first of three tertiary processes associated with emanating eminence. It means to affirm one's existence, and Connie does this primarily through her body language and voice tone. Connie is a tall, well-built person. She carries herself in a strong, straightforward manner with a gait characterized by determination. When she walks the hallways, her presence is prominent even if she does not speak.

When Connie speaks, her voice is strong and firm. She projects authority and control as she reads the daily morning announcements and control as she manages faculty meetings. In working with people, Connie's voice connotes both self-confidence and self-reliance.

Connie is the first to admit that she is not afraid to speak her mind about matters: "I am not shy; and I think that helps a lot. You know, I don't mind speaking out". One morning a gas utility service man (M) interrupted Connie. He notified her that he was going to turn off the heat in the building for about an hour to allow the utility company to service a nearby building.

C: So, you are going to
freeze us for about
an hour?

M: No, it won't get that cold
[explains circumstances].

C: . . . you have
interfered with our
life in more ways
than one. What are
they doing to us
today? They want to
hook up what?

Connie freely gives opinions and explanations using a style characterized by direct and declarative language. Rather than conveying hedged statements of opinion, Connie makes bold statements of fact packed with authority. In speaking about one of the track coaches, Connie remarked "He is the laziest man in the school".

Connie commands all faculty meetings with clear and direct articulation; she also likes to have the "last word". During one meeting, one teacher made a joke about submitting the plan books to her for periodic review. She replied commenting on his plan book. She concluded saying, "Before I finish with you, you are going to wish I hadn't [looked at your plan book]". Connie's comment closed the topic, and she proceeded with the meeting.

In speaking to a county supervisor who was visiting the school one afternoon, Connie teased him that he had not congratulated her on "her win" over Marlborough the previous Friday. He responded with an excuse and a comment about the Marlborough football team. Connie challenged his understanding of the two communities and their respective football teams, "You know what the secret of it is don't you?" He responded, "You are recruiting better these days?" Being very knowledgeable about both football and the districts within which both schools play, Connie exclaimed, "No!" Then, authoritatively, she explained to him all about the Marlborough community. The county supervisor listened with interest as Connie outlined how Marlborough manages their football program, how they recruit, and what the community expects. The supervisor was most interested to hear how community expectations affected support of the school team.

Connie's style is further characterized by bluntness and, at times, earthiness. She speaks with spunk, delivering information with impact. Her messages are usually delivered directly, "straight up" without embellishment, and sometimes with colorful language. Her assistant principal, Andrew says of Connie, "Yeah, she doesn't beat around the bush".

After breaking up a rather heated "lovers' quarrel" [Connie's words] between two students in the hallway one afternoon, Connie attempted to contact their parents. It took several telephone transfers to reach Melissa's mother. Connie opened the conversation by identifying herself as Connie Conrad, followed by: "I have been switched around about forty times. Your daughter and Mike had a disagreement in the hall and, quite frankly, I have lost my patience with it! I have told them to stay away from each other here!" The mother inquired as to whether Connie was the counselor, to which Connie replied: "No, no, no! I am the principal. We are past the guidance part".

In speaking with one of the track coaches about his equipment needs for next year, Connie found herself in the uncomfortable position of justifying her allocations to his program. He persisted in challenging her decisions, which appeared to frustrate her. She responded by detailing other programs that were receiving less funding than track. In referring to one program, she said: ". . . and their money is gone. They are not getting a damn thing--quite frankly!"

Connie's self-asserting style offers people her interest and involvement. It is her direct engagement with life that people seem to understand and even appreciate as they react and respond to her commanding ways.

Commanding

The second tertiary process associated with emanating eminence is commanding. It means to dominate, to take charge by controlling circumstances and conditions. With her potent body language and strong voice to support her, Connie informs others of not only her presence,

but also of her centrality. She does this through employment of three quaternary processes: exhibiting, exposing, and evoking.

Exhibiting. Exhibiting is the first quaternary process associated with commanding. It means to display or show off. Connie will most often command by displaying her power and authority over school matters.

During one meeting with a health teacher, Connie was discussing with her an appropriate time to visit the class. One proposed time was Friday. At that time, the teacher (T) planned to distribute the students' driver training certification cards.

T: You will get to watch
them get their DMV
[Division of Motor
Vehicles] cards.

C: If I get them signed
and back [to you].

Through this remark, Connie is exhibiting her power over both the teacher and the students. She implies that if she does not return the cards, students will not receive them; and, therefore, they will not be permitted to drive.

In another conversation, speaking with Garrett (G), the math supervisor, Connie discussed the impact that certifying so many new drivers would have on parking that week. In a direct, but joking manner, Connie proposed solving the problem by not signing the students' permission cards.

G: You are only going to
sign every other one?
Just every other one
[laughing]?

C: I can just not sign
the cards and save us
about forty or fifty
parking spaces.

G: This is a tough
issue; they will love
you.

C: They are just dying
to park tomorrow . .
. .

G: That is cruel.

In another faculty meeting, Connie was frustrated with the expenditures on copier paper and supplies. In her strong, direct, and articulate manner, she delineated her expectations about photocopying. ([Appendix H, C3 DOC12C.OUT.DOC, Lines 800-829](#))

C: Last year we spent on
copier contract,
copier supplies,
everything but paper,

not counting the paper, we spent \$7,572.03. And, we just got a new copier contract for \$500 more than it was last year. So we already know we have got to spend \$8000 without the paper bill.

So what I am saying to you is, keep this in mind: I STRONGLY object to one question at the top of the paper copied. You know, I would rather buy reams of notebook paper and put in your room. It is cheaper than running this off, like this, with one or two questions on a page. Make them [students] use their notebook paper. . . .

Exhibiting power serves Connie in maintaining control over school matters. Through it, she constantly reminds people of her superior status. Another way in which Connie reminds people of her centrality is through a process called exposing.

Exposing. The second quaternary process associated with commanding is exposing. This means to uncover and reveal. Connie particularly likes to point out the unbelievable, unreasonable, nonsensical, illogical, or senseless. Connie employs this process to manage conversations through the expression of opinions.

In discussion about admittance to football games one afternoon, Connie and Coach Paul Peterson (P) shared their feelings about the opponent's ticket collector, Winston Bradshaw. Winston will not admit anyone without a pass or a ticket, even if he knows them. Connie believes his behavior is illogical and unwarranted.

C: They didn't let me in one night.

P: They didn't let me in once: I was bringing the team in with the basketball coach. We had words, at the door there.

C: I had words with Winston Bradshaw. I have no respect for that boy at all!

P: Same guy.

C: It's absurd!

P: Got me. He is really

C: [overlapping] He is a
jerk! I said I know
why you put him on
the thing [entry
gate]; he's not there
to win friends and
influence people.

Connie also makes light of policies and regulations that seem impossible to carry out or to enforce. During one faculty meeting, with a note of sarcasm in her voice, Connie introduced a new regulation on records retention.

C: We can no longer
throw anything away,
of records, unless we
write a letter asking
that we throw it
away, to the state
board of education to
ask if we can throw
it away. For
example, I am ready
to throw away the
grade books from
twenty years ago and
had to get permission
to do it.

Connie then informed the faculty that she needed to approve anything they planned to throw away. To create contrast, she gave them a little history to which they all responded with laughter.

C: Ten years ago you
could do this, five
years [ago] you could
do this. But, now you
can't do this. Now,
we have got to have
the national archives
or the state archives
give you permission
to throw anything
away.

Exhibiting and exposing are complemented by a third quaternary process Connie employs to manage relationships. This process is evoking.

Evoking. Evoking is the third quaternary process Connie uses to command. It means to provoke someone in order to establish one's preeminent status. Connie uses the process of evoking to connect with people while conveying her centrality.

Connie loves to tease people, especially in public. One afternoon at a meeting of department chairpersons, Connie informed the group of upcoming staff development opportunities, some of which involved travel.

C: Oh yeah, we have been
invited to send four
teachers and Andrew
[the assistant prin-
cipal] away. Now,
there are two trips .

. . .

The chairpersons laughed heartily at Connie's implication that Andrew, who was present at the meeting, would be "sent away".

On another occasion, Connie teased Garrett, her former assistant principal, who was now serving as the district's math supervisor. Garrett recounted an ordeal he had gone through to identify the cause of a severe rash he had developed last spring. With the help of his doctor, Garrett reported that the cause was a laundry softener that prevents clothes from clinging to the body. Connie found the whole story rather amusing. She said, "You mean you just have to have static cling!" Everyone listening laughed.

Teasing establishes an artificial challenge that can turn into a competitive or confrontational event. Managing relationships through competition and confrontation creates opportunities for demonstrations of power and control. Through her initiation of these types of exchanges, it appears that Connie enjoys connecting with others through competition or confrontation.

In a lighthearted competitive manner, Connie sets up artificial contests in which she seeks to win out or win over. One afternoon, Connie was talking with a male principal colleague whose school she passes on her drive home.

C: I tried to beat you.
I was off by six
o'clock. I tried to
give you a run for
the money.

Through this comment, Connie turned leaving the school building (i.e., work) at a reasonable hour into a competitive event, an event in which she tried to outdo her colleague. Playfully she conversed with her colleague through a challenge.

On another occasion, Connie was talking with her secondary supervisor and friend, Dr. Jack Jenkins (J), who had stopped by the school unexpectedly to visit. After he made a telephone call to his office informing his secretary that he would be back in about thirty minutes, Connie competed with him for his time by challenging the thirty-minute boundary he set on his visit.

C: We may ask you more questions than that.

J: Pardon?

C: We may ask you more questions than that.

J: Oh, well, I have been asked a lot of questions.

Connie was competing with him for his time in a teasing manner saying she might keep him longer than thirty minutes with questions she wanted to ask him. When he understood what she was up to, Dr. Jenkins in his good-natured manner avoided the competitive frame by replying he had handled a lot of questions [in his day].

While Connie's competitiveness is usually carried out in a playful manner, her confrontational behavior usually is not. Connie confronts to challenge or oppose, and she is usually serious and concerned when she does this.

One morning a computer service technician came into Connie's office unannounced. He began looking around and talking on his two-way radio to another female technician in the adjoining office. Connie looked up at him and asked him what he was doing with his two-way radio. Rather than answer her directly, the technician replied rather smartly, "Who, me? Do you know who I am?" Connie replied strongly, "I know who you are! Why is she holding her radio, and you are holding your radio? What are you two doing?" Again, the technician smartly replied, "I don't know, do you want to talk with her?" Connie responded, "No!" The technician finally revealed the nature of his business, "Okay, I need to get your machine". Connie asked why; but, before the technician could respond, Connie's secretary interrupted. She provided a full explanation about computer repairs made that morning.

Although Connie is self-asserting and quite commanding, the community seems to understand that she indeed genuinely cares about people's welfare and is a highly competent administrator. It is through her demonstrations of competence and care that Connie is able to establish the confidence in her administrative abilities that allows her to be persuasive in her actions.

Persuading

Persuading is the third tertiary process associated with emanating eminence. It means willfully acting in a motivational and resolute manner in an attempt to exert influence. Connie administers in a direct and logical manner that is as influential as it is determined.

One afternoon, in speaking with Dr. John Jenkins about Greenland's facility needs, Connie argued to retain the trailers that the superintendent allocated to Greenland. She was attempting to persuade him to reallocate the trailers to the school again the next year.

C: And, I need to keep all of mine [trailers]. Do you

know what I would
like to keep them
for? to teach health
in. [With passion] It
is so logical for
them to be there; and
I keep telling them
[the physical
education teachers],
all of the time,
teach ninth grade
health in the morning
and then tenth grade
health in the
afternoon, the next
week, whatever. It is
so logical; so we can
work on that gym.

Self-asserting, commanding, and persuading are the three processes Connie uses to emanate eminence. Although each process is powerful in and of itself, when Connie's ire stirs, all three are employed together.

This occurred one afternoon when a female student complained to Connie about sexual harassment perpetrated by a male student in gym class. Connie met with the male offender and admonished him. As she recounted it, she let him know clearly who the boss was in this situation.

C: I am going to tell
you something,
Buster, if you do
this one more time,
one more time, I am
going to charge you
with sexual
harassment of me! I
will take it all the
way to the Supreme
Court! I said because
if I don't do this,
some little girl is
going to charge you
and me at the same
time: you for doing
it and me for letting
you do it! And, I
ain't going to court
unless I am suing
you. So, you just get
yourself to sit still
in class for three
more weeks until you
can graduate.

Connie's preeminent, matriarchal manner is symbolically evident in a small poster that hangs on the bulletin board in her office. It is titled "Progression of Power". The poster contains a series of footprints to power beginning with an animal's paw prints, continuing with men's shoes, and ending with women's high heels.

Connie is clearly the boss. Sometimes, however, demonstrating strength against opponents garners connotations of being tough. For women, this often means earning the negative matriarchal title of bitch. Connie views herself as both boss and bitch in her role as a high school principal.

One afternoon, the yearbook sponsor came in to speak to Connie about the trouble she was having with the school photographer. The photographer had clearly been negligent in fulfilling his duties and obligations to the school, despite the sponsor's efforts.

Connie picked up the telephone and called his studio only to obtain the sympathetic ear of the studio secretary, to whom she enumerated her complaints. ([See Appendix H, C3DOC12D.OUT.DOC, Lines 241-376](#))

C: So, I want to
register these
complaints. You know,
I have to have a
record of it when I
am thinking about
breaking a contract
at the end of the
school year. I have
to have documentation
of what I don't like
so I am getting my
documentation today!
Okay!

After concluding the telephone conversation, Connie spoke into the telephone for the benefit of her yearbook sponsor, "You think I am a bitch, now you know for sure!" Connie was visibly upset with the studio's incompetence and lack of concern for timeliness in taking Greenland's school pictures.

To accomplish what is important: "Speak loudly and carry a big stick". This phrase captures Connie's style when she believes the circumstances require it. People have characterized her as ruling with an "iron hand" [her words], but it may be because they only see one side of her administrative behavior. ([Appendix H, C3 Doc1A, Lines 1486-1494](#))

C: I know what is going
on, and I am respon-
sible; but not all
decisions are reached
with an iron hand. I
may run it with an
iron hand, but the
way it is run is not
necessarily the way
it was decided.

As Connie states here, she does exert power in executing her administrative responsibilities. However, her decision-making within the school community is inclusive. Because of her attention to inclusiveness, Connie is not only powerful, but she is powerfully respected and supported.

Over the iron fist is a velvet glove. This velvet glove represents genuine care and compassion for the people and programs at Greenland. Symbolically, it endears Connie to her community. It is within this inclusive frame that Connie creates community, another significant administrative process.

Preserving Community

Preserving community is the second secondary process associated with cultivating culture. It means furnishing firm support to students, staff, parents, business and community members who are joined together in service to common goals. It involves organizing for, and supporting the development of shared values, a common sense of purpose, widespread participation, teamwork, and an ethos of caring. Connie skillfully activates the social forces and employs human relations skills to influence others in meeting goals that support and serve the school mission. By stimulating people's inner strengths and personal direction, Connie energizes and empowers people to accomplish goals that serve student needs and contribute to the well being of the staff. She encourages people to activate and exercise their own power and rights as individuals. Through this process, Connie encourages service to something greater than individual needs.

Connie creates community in part because, having grown up in the local community, she knows it from the inside out. The same is true of the school community. Because she has held essential positions in the school and community, she possesses a keen understanding about job duties and responsibilities.

Not only does Connie understand the people and their roles, but people also understand her. As Andrew, the assistant principal, puts it, "She worked her way up. Everybody knows what to expect". Connie is logical and predicable; she knows what she wants and how she wants it done. She will support Greenland's people and programs, giving whatever it takes to get things accomplished.

Connie is oriented to working with people and enjoys group activities. Because of her social orientation, Connie is considered a valuable member of the organization. A teacher at Greenland phrased it this way, "She is an asset to this school; she is a real people person". Connie sees herself the same way. ([Appendix H, C3 Doc1A, Lines 1423-1431](#))

C: I am a people-oriented person. I think that probably helps me as much as anything. That I care about the welfare of everyone, you know, regardless of your status or your position or your wealth or what you are. I care about you.

As a "people-oriented person" [her words], once Connie is part of a group, she concerns herself with taking care of its members. Generous, loquacious, considerate, and self-sacrificing for the people in her

group, Connie uses her strength to secure and solidify a group and to facilitate its ability to work together more effectively.

In order to facilitate inclusion into the Greenland school community, Connie made embracing remarks about the new special education students, parents, and teachers. "These are wonderful people to work with. These children have a contribution to make, and you need to utilize it". As principal and community matriarch, Connie guards access and availability to the collective community. Through these remarks, she metaphorically opened her arms to bring special education into the fold.

There are four tertiary processes used to create community. They are energetic engaging, generous succoring, resourceful coalescing, and proud acclaiming. Connie uses these four processes with finesse.

Energetic Engaging

Energetic engaging is the first tertiary process associated with strengthening the collective. It means directly and industriously engaging in school activities. Connie's orientation to people, coupled with her orientation to forward movement and action, make her an active participant in Greenland's school community. (Appendix H, C3 Doc1A, Lines 1460-1465)

C: So I think that my characteristics of being people oriented and being not hesitant in moving forward or in approaching someone or in whatever are probably, I guess, my strongest suits.

There are three quaternary processes associated with energetic engaging. They are being visible and involved, being socially inclined, and being action oriented.

Being visible and involved. Being visible and involved is the first quaternary process associated with energetic engaging. It means to participate actively in the school community. Connie places a high priority on participation in all aspects of school life. She refers to it as being visible and involved. Not only is she actively visiting classrooms, monitoring the construction projects, and supervising students, but she also participates in all of the extracurricular activities that take place after hours and often off campus.

C: I never miss a game or activity; I just think it is my duty to go and visit and be there.

Connie is not only a spectator and supporter, but she often takes an active role in activities like assisting with cheerleader tryouts. This activity is near and dear to Connie's heart, not only because she was once the cheerleading sponsor, but also because this group represents and promotes community spirit and participation.

The students are impressed with Connie's allegiance to the school. One student reported that Connie is seen everywhere, at every event. Perhaps this is because she not only feels committed to the school, but because she enjoys the social aspect of her role as principal.

Being socially inclined. Being socially inclined is the second quaternary process associated with energetic engaging. It means to be in association with people. Connie views the Greenland school community as an extension of her family and as such, holds the nurturing of students and collegial friendship in high esteem.

C: I do not want to be
away from the kids. I
want to be where
there is a ball, and
there is competition,
and there is communi-
cation, and there is
friendship.

What better place to find all of these elements than in a high school. In this high school especially, people enjoy Connie's company as much as she enjoys their company. There is a feeling of informality as Connie works with the staff; most people call her by her first name. They tease and joke with her as much as she does with them. The guidance coordinator popped her head in the office doorway one morning and said, "They want you in on a meeting on sex". Looking astounded, Connie replied, "A meeting on what?"

In working with her principal colleagues, Connie appears to take an active role in coordinating events. Due to a calendar conflict, but also because she had volunteered, Connie coordinated the rescheduling of the regional sports meeting. Although this consumed most of one afternoon, Connie seemed to enjoy talking with her colleagues. They discussed rescheduling as well as other school, family, and community activities. In speaking to one colleague (P), Connie inquired about a child of mutual concern.

C: I wanted to ask you:
I saw Mary Barker the
other night when
Marlborough played
Winston. Was that
Calvin child yours?

P: [commented on the
child's participation
on a local television
program]

C: Okay, I saw that.
Yep. That is exactly
what I figured. Well,
I watched that show;
and I saw that.

Connie also builds camaraderie among her principal colleague group. In closing one conversation, Connie commented on an upcoming national conference that they were all planning to attend. She said, "Hey, what about New Orleans? Has everybody called?" Through these conversations,

Connie establishes bonds among and between the group members as she shares their mutual interests and concerns.

Another group in which Connie promotes relationship is Greenland's Parent Teacher Student Association (PTSA). As she works with this group, Connie maintains a friendship-oriented relationship, which is unlike the hierarchical relationship she assumes with her staff. Although Connie provides much of the information and direction to the group, she laughs and engages in small talk as much as they do. The way they work together resembles a woman's group committed to a cause rather than a status seeking, politically oriented group.

In many ways, Connie assumes an equal footing in relationship with her principal colleagues and her parent groups. This is evidenced by the way in which they manage leadership in the group: taking turns in chairing meetings and leading activities. What Connie appears to most enjoy about working with these groups is their commitment to moving the goals of the school forward by taking action, another subprocess which supports Connie's orientation to energetic engagement.

Being action oriented. Being action oriented is the third quaternary process associated with energetic engaging. It means moving forward to accomplish something. Connie enjoys moving into action and seeing things accomplished. She believes everyone in a school has a responsibility to be active and participatory. This is especially true regarding the direction she gives to her assistant principals.

C: But, I think it is
very important that
we are a part of that
and active and
interested and doing
the discipline and
doing the supervision
and so forth. I
think all of those
things are important
that we take part in.

Connie equally apportions responsibilities during the day and evening between her assistant principals. Her philosophy is that they should be equally involved in all aspects of the school. When problems arise, they all share equally in resolving them.

Being action oriented, being socially inclined, and being visible and involved are all processes which work together to support Connie's energetic engagement in preserving community. She enjoys working with other people and possesses a knack for bringing people together to accomplish goals.

One of the areas Connie is extremely active in now is overseeing the construction of the new wing to the school. She visits the construction site often during the day and interacts with the construction men working on the project.

One chilly morning, the general contractor held an important meeting of all of the subcontractors involved in the project. The meeting took place outside and lasted over an hour. Connie engaged fully, despite the cold temperature. Although she primarily listened, she made herself available to participate in the planning and to answer questions. In

fact, she conducted herself as an official member of the all-male subcontractor group.

This role became more evident as the meeting began to close, and the general contractor (G) explained when and how the subcontractors would receive payment. Connie, in her humorous manner, injected herself into that portion of the meeting following a subcontractor's (S) comment about the importance of timely payment for services rendered.

G: Our policy is that
when we get our
money, we turn it
over to you. We are
not holding on to it
so just as soon as
the county gets it to
us, we forward it
right on.

S: That was a big
question.

P: When do I get my
money?

In making such a comment, Connie was not only reinforcing her presence as a member of the group, but also energetically engaging in the group. It was her way of identifying with the project and supporting the subcontractors' efforts, which is another subprocess Connie uses in preserving community.

Generous Succoring

Generous succoring is the second tertiary process associated with preserving community. It means providing unselfish strength and support. Connie's aim is to support students and staff in accomplishing the goals and objectives of Greenland: students in obtaining the best education possible and staff in teaching and guiding the students. Through aligning her goals with those for whom she is responsible, Connie empowers those who are strong and defends those who are weak.

Connie's compassion seems to motivate her support of others. ([Appendix H, C3 Doc1A, Lines 1427-1458](#))

C: I care about the
welfare of everyone .
. . . You know the
little pregnant girl
who has no home life
and no goals and no
opportunity for
improving her status
is just as important
to me as the kid
whose the number one
student or the
president of the SCA
[Student Cooperative
Association], or
whatever. They are

not any different to me. I think they are all important.

And I feel the same way about the teachers. I think they are all important and everybody's welfare should be considered. Their assignments, even to the time of day, are very, very important. Every teacher is actually evaluated, one by one, for the best teaching situation. When the situation is going to be the least bit detrimental to them, it is talked over with them.

There are three quaternary processes Connie uses to succor the Greenland community. They are caring, assisting, and empowering.

Caring. Caring means to demonstrate concern and consideration for the well being of others. It is the first quaternary process associated with generous succoring. Connie cares very deeply for people. One former student reported that Connie had been like a second mother to her.

Staff reports that she cares and is concerned about making their work life comfortable. For example, one morning, Connie had occasion to go to the smoking faculty lounge where she encountered several staff members planning together. One teacher commented how much they appreciated this faculty lounge. Unlike other schools, Connie had not banished them to the boiler room.

Connie has what she calls a "natural sensitivity" to children. When she encounters students in the hallway, she always greets them and inquires about their welfare. Regarding a student (S) who was involved in some testing, Connie inquired about his status.

C: Taking another test?

S: Yeah.

C: Good luck.

S: I need it.

Often she will ask teachers about their students. Inquiring about a student who had sustained an injury during a ball game, Connie inquired of her teacher, "How is she?" "Was her toe broken?"

Connie is very proactive in promoting student safety. Mothers Against Drunk Driving (MADD) worked with Greenland's health and physical education department to mount a campaign against drinking and driving.

As part of the educational program, an auto simulator was brought to the school to allow students to experience the effects of alcohol on their judgment and driving ability. Connie enthusiastically promoted the program. In fact, she spent most of a rather cold day outside in order to participate with students in the simulated activities.

When a student becomes troubled, both in his personal and school life, Connie readily demonstrates compassion. Connie worked with a student who was involved in two serious disciplinary infractions: one for smoking and one for carrying a beeper, each of which carried five-day suspensions. After talking with him at length and learning about his unstable academic and home situation, Connie decided to make the suspensions concurrent, which reduced the academic penalty: "I made the five days in school and five days out concurrent". Through this action, Connie not only demonstrated care, but assistance in supporting the student's academic program.

Assisting. Assisting is the second quaternary process associated with generously succoring the school community. It means helping people in their efforts to accomplish their goals. Connie lends her energy, enthusiasm, and commitment to others who are working toward the accomplishment of objectives. Sometimes this is simply standing behind a staff member's execution of their regular duties and responsibilities. For example, Connie assists a secretary by responding to questions about interim reports. It can also be standing up for by taking on a fellow staff member's responsibilities.

Connie will often render assistance to staff members during faculty meetings in order to demonstrate the importance of a topic or activity. Mr. Michael Moore took charge of the MADD auto exhibit at the school and was required to survey the faculty as a follow-up activity. In order to support Mr. Moore and head off a low response rate, Connie notified the faculty about the survey.

C: Michael needs you to know that as a part of the nation-wide program, we will have to do a follow-up survey immediately and then wait so many months and do another one. So, you will get one next week.

In another faculty meeting, the assistant principals were scheduled to present information on the new leave policy and the remediation program. Because they were delayed in getting to the meeting, Connie announced the changes in the leave policy for them.

C: Ryan wanted me to remind you that personal leave is not available before and after a holiday; you have to be deducted on those days. And, also, if you choose not to take it, you get the days added to

your sick leave.
Don't forget that.

Outside of faculty meetings, Connie is willing to do just about anything to accommodate people and program needs which serve the best interests of the Greenland school community. The math department chairperson was participating in meetings with her district colleagues on teaching trigonometry. She petitioned the district for in-service credit for these meetings. Not only did Connie support her petition, but offered her the use of the Greenland High School facilities for the evening meetings supporting her position.

During the afternoon that parent conferences were scheduled, several sports teams were scheduled to practice. Connie offered the coaches alternatives to meeting with parents at that time.

C: If you want to coach basketball from 3:30 to 5:30 p.m. then you have got to give me two hours of conference time somewhere else. Or, if you want to go to Garland for two hours and talk to a child's teachers, you have got to work something out that you worked five hours [in conference]. I have the leeway to make that change. I will give you the time you need.

Connie also assists people affiliated with Greenland, but not directly on staff. As she participated in the construction meetings for the new wing, she offered the construction crews food from the cafeteria and the use of restroom facilities. Although the construction supervisors did not accept, they knew from these offers that Connie was willing to support them and their work in any way she could.

Connie also supports and assists people with their personal needs. "I have a hard time saying 'No'" is the way Connie expresses her response to requests whether it is to purchase something for a program or take leave. For example, when specific teachers cannot attend a particular meeting, she excuses them and briefs them later. Connie accommodated several faculty members who could not attend the policy in-service meeting by scheduling meetings with them individually during their planning periods.

Connie is always quick to grant leave requests; because she feels when people are at school, they are giving their best. Annually during the fall, one particular custodian requests leave purportedly to go hunting. Connie recognizes that he works very hard all year long and especially during the summer readying the building for the opening of school; so, each fall she grants his extended leave request.

In working with staff and students, Connie seems to be able to assess their strengths and weaknesses. While she will always assist staff with their objectives, sometimes that assistance comes in the form of encouraging them to work out their own problems, like a lioness nudging her cubs to be strong and stand up for themselves. This, of course, is empowering.

Empowering. Empowering is the third quaternary process associated with generous succoring. It means to endow with the ability to stand up for oneself, to give strength in helping others pursue their objectives. Connie expects that people will take care of their own business in accomplishing the goals and objectives of the school; she is there to stand with them in their pursuits.

In working with the coaches on their annual equipment purchasing requests, Connie directed them to take charge of their needs and shop competitively for the things they wanted. In working with the softball coach, Connie directed her to go to a local vendor and check on the sales.

C: We told her to go
over there and see if
she could beat the
price in the
catalogue.

The track coach was complaining about the grass growing on the track. Connie directed him to work with Derk, the maintenance person, who is in charge of that: "Ah, Derk, you see him periodically, talk to him about it".

The junior varsity basketball coach (B) was upset with some of the other coaches. He thought they were negligent in resetting the classroom they all share after they teach their classes.

B: I am also dealing
with coaches here who
know they are
supposed to be
resetting the
classroom the way
they found it, and
they never do it. So
I come in the morning
with rising blood
pressure.

Connie encouraged the basketball coach to work with the new custodian in remedying this situation. Connie suggested that he have the custodian reset the classroom each evening: "You stay after him, and I will too".

Connie expects people first to take charge of their own problems. However, if she senses that people need support, for whatever reason, she is prepared to act. One of the reasons Connie believes people need support is that they are sometimes bound by the limits of their position or personality in resolving problems. She explains this to the faculty in a meeting when she speaks to the issue of parent conferences.

District policy states that teachers are the first communication contact when problems arise regarding a student. Therefore, they communicate

with parents first. After reading the policy, Connie explains her position to the faculty. (Appendix H, C3 DOC12C.OUT.DOC, Lines 1026-1066)

C: Now, that sounds like good advice, but I disagree. If a parent has a problem, it should be addressed by the teacher first. There are some cases, which I wouldn't want you to go into alone. Please keep that in mind. If you have a situation coming up or looming and you think it is one of these hostile or uncomfortable situations and you want help, ask for it.

I do not expect you to follow this [policy] to the letter. You be the judge. If you need one of us to sit, one of us to initiate a conference, do it.

Connie generously supported her yearbook sponsor, Shirley, when she was unable to resolve mounting concerns regarding the school pictures. Connie moved into action and called the photography studio.

C: This is Connie Conrad at Greenland High School. I have a couple of things, and I would just like for you to record that I called on this day with these two complaints. I will keep documentation here at school, and I will send written documentation tomorrow.

Shirley is neither a weak teacher nor someone who might normally need support. She is both competent and capable in fulfilling her responsibilities. However, she had exhausted the resources of her position in dealing with the school photographer and came to Connie seeking help to remedy a situation that needed immediate attention.

It appears through her succoring behaviors that Connie is interested in strengthening the members of her staff by assisting and empowering them so that they are better equipped to carry out their duties and

responsibilities. The stronger the individual is, the stronger the team. Connie works diligently to create a strong team, and she does this through the process of coalescing, which also supports preserving community.

Resourceful Coalescing

Resourceful coalescing is the third tertiary process Connie uses to create community at Greenland. It means to bring members of the school community together in a capable and committed manner. Because Connie is loyal to and supportive of the Greenland community, coalescing comes easily to her. She enjoys people and working together to accomplish goals. She seems to possess an almost natural ability to mobilize people for or against something.

Connie has been managing problems with the student restrooms since school opened this year. One maintenance problem Connie has tried to resolve is the pungent body gas odor in the front hall girls' restroom. There is such a strong malodor that it is practically unusable. Although district maintenance personnel have worked on the problem, which they report as a venting problem, more work is required. Connie says this situation is "really, really bad". In speaking with the faculty about the concerns with the restrooms, Connie informs them that she has threatened the maintenance people with community action if they do not fix the problem soon.

C: I have been telling
them for a good while
[about this odor
problem]; and I told
them if they didn't
do something, I was
going to call all the
parents to call them.

There are three quaternary processes associated with resourcefully coalescing. They are identifying with the school, infusing school spirit, and inspiring teamwork. Together these processes enable Connie to bring people together effectively in a cooperative and productive manner.

Identifying with the school. Identifying with the school is the first quaternary process associated with resourceful coalescing. It means to associate oneself with someone or something connected with or related to the school. Connie associates herself with the school community in name, feeling, and interest.

Connie uses two important quaternary processes in identifying with the school. They are personalizing and personifying. Both processes exemplify the intense connection Connie feels for Greenland.

Personalizing. Personalizing is the first quaternary process associated with identifying with the school. It means to make one's own. One way in which Connie identifies with the school is by personalizing references to it. She simultaneously refers to herself and the school, often substituting the school with a personal pronoun or possessive reference.

Greenland High School is of central interest to its staff and students. As a long-time member of the staff, Connie identifies heavily with

Greenland. She does this by continually speaking about Greenland and its accomplishments. In speaking about sports, Connie will often use "I" instead of the name of the school. This occurred when she was speaking about an upcoming football game. Connie used a first person reference when referring to the school saying, "I am picked to win!" When the team wins, Connie personalizes it, "My win".

When people are the central topic, Connie will personalize by pointing out her connection to them and the relationship to the school. In speaking about a student during a guidance conversation, Connie mentioned that she had taught the student's mother and knew the family. In introducing a police investigator visiting the school one morning, Connie mentioned that she knew his mother quite well when he was a student at Greenland. By pointing out connections, Connie highlights her ownership in Greenland.

In addition to personalizing references to the school, Connie also personifies the values and beliefs, which pervade the school community. It is closely related to personalizing.

Personifying. Personifying is the second quaternary process associated with identifying with the school. It means to represent or embody the attitudes, values, and beliefs within a community. Connie actually gives life to the cultural attributes which reflect attention to competition and teamwork, care and concern, commitment and conscientiousness; justice, fairness, and equity; and respect.

Competition and teamwork are processes seen vividly in Connie's participation and promotion of Greenland's athletic program. The Greenland school community is very sports-oriented and enthusiastically supports its teams. Not only do parents and students support the teams; but also, other teams within the school actively support each another. One morning announcement read: "And a big 'way to go' to the football team from the girls' basketball team". Through her attendance at games and promotion of the athletic programs, Connie is principal cheerleader and chief athletic booster.

Care and concern, commitment and conscientiousness are values that Connie exhibits as she works individually and collectively with the students and staff of the Greenland community. She models these attributes as she works with students in disciplinary actions and staff as they work together in committees aimed at achieving the goals and objectives of the school.

Connie's work as a school principal also reflects the triune values of justice, fairness, and equity. She believes in just and equitable consequences for inappropriate conduct, as well as equal application of rules and regulations. In managing disciplinary issues, unless there are extenuating circumstances, students are suspended three days for fighting. In working with staff applying the regulations regarding leave, Connie says, "You can't really be discriminating against set groups of people". In other words, you cannot set limits for some people and not for others.

These values manifest in symbols and signs in Connie's office. Hung on the wall, there are pictures relating to the Constitution and the Declaration of Independence, as well as the U.S. President. The school district mission statement also hangs along side of pictures of Greenland and its Viking mascot. The corner holds blueprints and refreshments, which Connie uses for various staff functions.

Refreshments represent one of the many ways in which Connie cares for her staff.

In addition to the aforementioned attributes, there is respect. Respect is perhaps the strongest and most pervasive value in the Greenland culture and certainly one that Connie personifies through her respected and respectful actions.

Connie holds the highest regard for her staff and perhaps most significantly demonstrates that respect through consideration for her staff's time, a precious commodity in the life of a teacher. This is evident in the number and length of her faculty meetings. Connie tries to limit meetings to those things that require a meeting so as not to infringe on instructional priorities. She prides herself in holding regular faculty meetings only every other week instead of every week like many of her principal colleagues.

C: I am a principal who
tries not to take up
all their [staff]
time I am not
one of those [prin-
cipals] who are
getting the grief
from the teachers'
association.

When Connie begins a faculty meeting, she gives her staff an agenda and tries to move through items at an efficient pace. If certain items only apply to certain members of the staff, she will excuse those to whom the items do not apply.

C: We have a lot of
things to do. Some of
them don't apply to
everybody. What I am
going to try to do is
do things that apply
to everyone first so
I can let as many
people go as I can
after that time, but
it will probably take
until four o'clock.

If a meeting goes too long, Connie becomes concerned about the impact on people's schedules. For example, she is concerned that teachers are not meeting their obligations to their families and coaches are not getting to their practices. During one meeting, Connie remarked to one coach whom she thought she was delaying for practice, "You are alright, then? I have been worrying about you the whole time".

In setting up observations, Connie invites staff to schedule an observation at their convenience. If they want her to see something special, "a dog and pony show" as she calls it, she will make herself available to observe at that time. Through accommodation, Connie demonstrates respect.

When Connie misses an appointment with someone, she feels quite remorseful. In commenting to her secretary about a missed appointment,

"Well, I missed our appointment (with a teacher). I need to go and apologize to her". Through apologizing, Connie demonstrates respect.

In return for her respectful behavior, staff respects her for her position as principal. When she speaks, people listen. This is especially evident in faculty meetings where there tends to be a lot of talk before or even during lulls in the meeting. The minute Connie begins to speak the room quiets quickly; she rarely has to ask for her staff's attention. Although informally staff may call her Connie, publicly and in meetings, they most often refer to her as Mrs. Conrad. When she addresses them, they often respond with "Yes ma'am".

When staff come to the office to see Connie, although they may poke their head through the doorway, they always ask permission to interrupt her and excuse themselves when they are not directly engaged in any matter that might arise. One afternoon, the staff development chairperson, Deborah arrived for her meeting with Connie and inquired about her availability before entering the office. During the course of their meeting, a student arrived to speak with Connie. Deborah graciously excused herself. When Connie concluded her conversation with the male student she said, "Thank you sir; I appreciate your time . . ." This is a small, but significant, example of the respectful attitude others hold for Connie and Connie holds for others.

In addition to reflecting the ideals of the Greenland school culture, Connie also reflects the mood and spirit of the culture. Strong-willed, passionate, and humorous staff members exhibit many of the same traits and characteristics that describe Connie. In reflecting the mood and spirit of the culture, Connie bonds people to her and thus to each other.

When working with the PTSA one evening, discussion focused on the group's plans for January. Participants made comments about avoiding the first week back after winter holiday because people might be in a stupor. Connie joined in, projecting the anticipated mood after vacation, "Oh, no! Am I here? Is it over [vacation]?"

When meeting with the faculty, one staff member reminded Connie of an important announcement by saying, "Do we need a garden or are they going to do it?" The teacher was referring to the holiday food basket sponsored by the National Honor Society. Connie picked up on her droll comment immediately and exclaimed, "Good girl, good girl! Open gym". Connie then announced that a student ticket to open gym would be a canned good. All canned goods would subsequently be collected to create holiday baskets for the needy.

Through the quinternary processes of personalizing and personifying, Connie identifies with the school community to support preserving community. In addition, she infuses school spirit, the next tertiary process.

Infusing school spirit. Infusing school spirit is the second quaternary process associated with resourceful coalescing. It means encouraging or promoting school pride and participation. Connie loves this aspect of her job; through it, she is able to connect with people in a positive way as well as promote the goals and objectives of the school. Two important quinternary processes support this quaternary process. They are advancing athletics and sponsoring symbols.

Advancing athletics. Advancing athletics is the first quinternary process associated with infusing school spirit. It means to foster support for athletics. Enthusiastically, Connie announces sports events and special activities going on at the school such as pep rallies and assemblies. Athletics is a rallying point around which the staff and community connect with each other. In many ways, it is the glue that holds the school culture together.

C: May I have your attention for the morning announcements. We need all of you tonight here for an important game of girls' basketball to honor our seniors who are playing . . .

Understanding this, Connie stays knowledgeable and up-to-date on all of the sports in the area. She knows a lot about the teams, their coaches, and the communities they represent through reading the newspaper daily and by talking with people. For many years, she was scorekeeper for the basketball team and sponsor for the cheerleaders. Connie especially likes to read the predictions in the newspaper, who is favored to win and why, as well as commentaries about game play.

Athletics is a popular topic in the school district, and Greenland has noteworthy sports teams. Most of Connie's conversations contain at least one reference to the sports program at Greenland. Connie enjoys any conversation about sports especially those involving concern about the competition. She likes to speculate about Greenland's prospects for winning.

When the athletic director sent over a copy of the proposed football schedule for the following school year, Connie exclaimed in delight: "I love it! I love it!" In fact she called the district supervisor, Dr. Jack Jenkins, and read it off to him. Connie later told the athletic director that Jack thought Greenland should have a winning season with that schedule. Connie was clearly excited about the prospects for earning a district championship.

Connie extends her efforts to infuse school spirit by distributing spirit ribbons to the children in the special programs in the school.

C: I have brought you all a ribbon today. This is for the football team; they have to play tonight.

Through this activity, Connie promotes school symbols, which is a subprocess she uses to complement advancing athletics.

Sponsoring symbols. Sponsoring symbols is the second quinternary process associated with infusing school spirit. It means to hold the emblems, signs, and objects associated with Greenland High School in high regard and promote their acquisition. Connie works through her community and booster groups to provide things like sweatshirts, fans, mugs, stadium seat cushions, and such for students and fans to purchase. Connie acquires these through well-known and

approved vendors. However, she occasionally runs across a surprise vendor.

Connie was so excited to discover a market in an adjoining district that sold Greenland memorabilia that she announced it in a faculty meeting one afternoon. During the meeting, she showed the faculty some things she had purchased there for the school. This market, to Connie's surprise, was owned and operated by one of Connie's golfing friends.

C: If you are a
Greenland lover and
in the market, the
Eastside Market is
the place [explaining
specific location and
directions to it]. If
you want a Greenland
T-shirt or know
somebody who wants
one, they are
available. She has
all sizes.

Advancing athletics and sponsoring symbols are the promotional subprocesses Connie uses to infuse school spirit. However, spirit alone will not accomplish goals: There must be teamwork.

Inspiring teamwork. Inspiring teamwork is the third quaternary process associated with resourceful coalescing of the school community. It means encouraging people to work together to achieve the school mission. Uppermost in Connie's mind is creating strong work relationships among the Greenland community particularly between and among the different groups within the school: the staff, students, parents, the business community, the school board, and the district supervisors.

One of Connie's chief concerns is that the staff works well with parents, particularly when students are not successful in school. She wants parents well informed and supportive of the school process. In speaking about truancy, a major concern for some students, Connie wants parents involved. ([Appendix H, C3 Doc1A, Lines 1546-1560](#))

C: I don't expect to
just not let parents
know and have them be
surprised at the end
of the year or
anything like that.

It may be that the
child will continue
to skip. At least, we
are all aware of it.
We are all aware that
some effort is being
made to correct it.

Connie is not excusing students' responsibility. In fact, she acknowledges that their commitment is crucial to their academic success.

For example, in working to improve a student's basic skills, Connie believes the effort must be conjoint: parents, students, and the school all working together.

C: I think that is good,
and maybe a copy [of
the remediation
notice] to the
parent. Because, I
really think these
kids . . . have to
take responsibility
to do it.

Connie makes it a priority to encourage all groups to work together, particularly groups within the school. She encourages the sports teams to work together in sharing the facilities and equipment. She wants girls using the weight room along with the boys. She wants unisex warm-up suits purchased and shared among teams.

Connie encourages supportive relationships between the school community and the county government agencies. In meeting with Greenland's Athletic Boosters one evening, Connie shared her feelings of encouragement about the County's approval for the building of a new gym at Greenland.

C: I think it is just
real good. I think if
we just hang in there
and stay with them
[district super-
visors], I think a
decision will be made
in January.

And when Greenland's county supervisor comes to visit, Connie welcomes him and his support: "You come any time you want to. The front door is always open".

Connie encourages her staff to support the PTSA. In one faculty meeting, she encouraged people to join the PTSA even if they could not attend the evening meetings.

C: Once again, I would
like for you to
remember that it is
very important that
you make every effort
to join the PTSA. I
have told the PTSA
that you, as a
faculty and
individual human
beings, love the
things they do for
you. But that as a
teacher and as a
person, to give your
life to teaching,
what you don't like

is going back at
night to meetings.
I tried to tell them
this; and then when
you don't take the
three dollars to join
the PTSA, that kind
of gives them another
slap in the face.

Connie publicizes the PTSA activities and makes sure the faculty understands all they do for the school. She promotes the meetings and encourages staff to attend. In speaking about an upcoming meeting preceded by a band concert, Connie said, "Hopefully, you will be coming this year".

When the PTSA does have projects, Connie acts as a liaison between the faculty and the PTSA. When the PTSA was discussing its fundraising plans using Burger Bucks, Connie volunteered to encourage the staff to participate in selling them. Connie also resolves concerns. Many faculty members said they had joined PTSA but had not received their membership card. Connie promised to remedy this, explaining that the PTSA membership chairperson was new this year.

Connie helps both the staff and the PTSA connect with the students. Through her fundraising work, Connie connects the PTSA with the students through Burger Bucks. She has plans to market membership in the PTSA because the "S" does stand for students. She is also exploring the possibility of linking the Student Cooperative Association (SCA) with the PTSA through conjoint activities.

Working in a team is a natural process for Connie because of her orientation to people and task. She seems to understand that together everyone accomplishes more (TEAM). By advocating it and modeling it, Connie encourages others to be supportive team players.

Because Connie is able to build a spirit of unity, she is able then to call on it to mobilize people or programs. In a discussion during a faculty meeting, Connie supported her teachers (T) who were fervently in favor of maintaining special materials science classes until the curriculum could be rewritten.

C: We are going to fight
for special
materials. We are
going to unify behind
you and fight for
special materials
until we can rewrite
a curriculum for that
type of child . . .
in biology. There-
fore, we will fight
for it!

T: And when we write the
curriculum, we have
to say that it is for
the student who is
not interested in

going to college at
this time so we can
open it to everyone.
That way we won't be
tracking.

Metaphorically, Connie will make war to achieve objectives she feels is best for students. In uniting her teachers around shared objectives, Connie almost becomes their champion. They support her and she supports them recognizing them principally through giving acclaim, the last process associated with preserving community.

Proud Acclaiming

Proud acclaiming is the fourth tertiary process associated with preserving community. It means to praise and admire people publicly or privately. Although Connie is not verbose in expressing her appreciation, people seem to know she is both proud and pleased with their work.

Connie values highly her athletic director, Ernest, whom she works closely with in directing the athletic program at Greenland. He works with all of the coaches not only performing administrative tasks, but also coaching students and building things for the different programs. In response to meeting with the track coaches, Ernest offered to assist with improving the track and, also, help with building plyometric boxes. Ernest is apparently quite handy and does a lot of "volunteer" type work to help people. Personalizing a reference to the school, Connie sums up his efforts saying, "He works awfully hard for me".

Connie is very pleased with the support she receives from the county police. They were vigilant in patrolling the building when it was being re-keyed, and Connie appreciates that they "get things done quickly". In characterizing Greenland's relationship with them, Connie reports, "The police are good to us".

Connie uses two processes in proudly acclaiming members of the Greenland community: complimenting and commending.

Complimenting. Complimenting is the first quaternary process associated with proudly acclaiming. It means to express praise or admiration directly to an individual or group. Complimenting is a way to honor someone for his or her work, and Connie does this often as she values effort and diligence.

When people do their job well, Connie compliments them, sometimes privately and sometimes publicly. Connie publicly thanked Samantha for preparing the refreshments for the faculty meeting--a very important part of an afternoon faculty meeting.

In the same manner, Connie complimented Ethel after her participation in a planning meeting for the fine work she had done in organizing the remediation effort of the school for the coming year. Connie also complimented two district coordinators for their support of Greenland's remediation program. She thanked the district coordinators for their time and expressed appreciation for the staffing and staff development funding. Connie always notes improvement support for Greenland.

Complimenting is a direct expression of appreciation. A second process, commending, complements it. Commending is more indirect in its expression.

Commending. Commending is the second quaternary process associated with proudly acclaiming. It means to express approval of another's actions or behavior. Commending is less specific and more general in its regard for people and their work effort.

Connie commended the faculty for participating in staff development activities last year. In speaking with the district coordinator for staff development, Connie highlighted her staff's participation in planned staff development activities. She was very proud of their involvement and conveyed that pride to the coordinator.

Connie commended the PTSA to the faculty for their efforts in improving the teachers' working conditions. She told the faculty that they were again providing luncheons and breakfasts throughout the rest of the school year.

Likewise, Connie commended the work of Mr. Kenny, a former parent, to the department chairpersons. She said he had a gift for working with adolescents and wanted to substitute at Greenland for the year. Connie said he would be perfect for the remediation position opening this quarter.

Connie often commends her teachers. While planning the music program next year with the district music supervisor, Connie commended her band director. She said, "I think Bob is the best. He is one of the most wonderful people I have ever had on the program, and I know that my children adore him".

When introducing Brenda (B), a Spanish teacher, to a school visitor, Connie commended her for working under less than desirable working conditions.

C: Brenda is a Spanish
teacher; excellent
Spanish teacher I
should say.

B: Thank you.

C: And, she is operating
under a handicap. She
is in the trailer.

In a discussion with two district coordinators, Connie could not seem to commend two of her counselors enough; she went on to describe how each worked superlatively with the students at the school. When one of the coordinators, Mr. Samuels (S) inquired about Patsy, Connie took the opportunity to commend her.

S: How is Patsy?

C: Wonderful. Wonderful.
She is always busy.
There are always
children there.
Obviously, she is an

attractive person to
them and one they
have confidence in.
She is doing real
good.

When Mr. Samuels inquired about Kathy, the counselor on leave, Connie said that she did not know how long Kathy would remain out on her leave of absence. However, Connie made it quite clear that she was very pleased with Kathy's work and would like to have her back.

C: She is kind of bubbly
and happy She
is a wonderful girl .
. . . She talked some
dentist in town into
giving one of our
deprived students
free braces. This
means that she went
out above and beyond
the call of duty. You
don't get braces for
people; you might get
some shoes or
something.

The coordinator responded, saying he was going to have Kathy come and work on his kid. Connie chuckled, further acknowledging Kathy's fine work.

Complimenting and commending are two important processes Connie uses to strengthen the community through the process of acclaiming. Complimenting is praising a person directly while commending is admiration offered indirectly. Complimenting and commending bolster people's self-esteem and promote good will for the school.

Connie was so proud that Greenland won its last football game of the season against a neighboring high school, Marlborough. She talked quite a bit about it the following Monday morning. She complimented and commended everyone involved.

C: The game Friday night
. . . Not only did we
beat them, we whopped
them! It was a
terrific game, one of
the most exciting
ones I have ever
attended. A terrific
job on the part of
everyone involved.
Congratulations to
all of you!

Connie values hard work, loyalty, and commitment. She proudly acclaims those who work conscientiously exhibiting those qualities. Proudly acclaiming is the fourth quaternary process, which along with resourceful coalescing, generous succoring, and energetic engaging, work together to create community.

At Greenland, Connie's focus is on the students first. However, she supports the faculty and staff because they work directly with students. Connie believes that if the faculty and staff are satisfied in their work and well equipped, then the students benefit.

Connie recognizes the value of a competently collected and coalesced community. She understands how something like athletics can bond people together in strong and meaningful ways. Perhaps this is very real to Connie because she sees it happening in Potomac, a neighboring community, which is small and has but one high school. The key to the pride and commitment in the Potomac community lies in its devotion to football.

Connie and her athletic director are amazed at the commitment, care, and concern that goes into supporting Potomac High School and their football team. Connie explains her observations of the team effort to her athletic director, Ernest.

C: Some of the best play
maneuvers I have ever
seen played in high
school. I just
couldn't believe it.
When they ran a play,
all eleven players
were where they were
supposed to be and
the person they were
guarding or blocking,
whatever, wasn't
moving. It was
UNREAL!

It reminded me of Moses
parting the waters. You
know, they are going to
run through this right
here. They are where
they are supposed to be.
It was UNREAL!

To what does she attribute the phenomenal success and support Potomac receives from its community? Connie says, "a lot of things". First, they have an excellent coach who devotes his life to football. He has not renewed his teaching certificate for twenty years and gives school time to football. Everyone knows this. He runs the in-school suspension program so he has little school responsibility outside of football.

The athletic director adds that the kids in the district receive basic play maneuver training from pee wee up. The community teams practice in a magnificent complex equal to a college stadium. Because of the supportive and skillful coaching effort, the skill and coordination in their play are almost unmatchable.

C: Throughout history,
Potomac has been
geared to football. I
mean everybody in
town, old people,

young people,
everybody is there
Friday night . . .

If you need a boy to
go to camp, I am sure
that some business or
some parent paid for
it. Everything is
taken care of that
you could possibly
want. You know, it is
just a main force.

Connie says that every Friday night when there is an away game, the whole town lines up like a convoy: "They have made the town basically into a convoy. They start rolling in and it is continuous". In addition, the fans decorate their cars with the school colors and insignia.

"Unreal" is the descriptor Connie uses and it is almost unbelievable. This is the epitome of how one school community can work together in support of a common goal. Through energetic engaging and generous succoring of the football program, people resourcefully coalesce and proudly acclaim the people associated with their football program. All of this is in service to the students and secondarily for enjoyment by others.

Greenland is a strong school community, in many ways like Potomac only on a smaller scale. Connie is the driving force behind Greenland's success as a school as she serves two important roles: cheerleader and coach. Through these roles, not only does Connie engender solidarity but she also provides security to the school culture. Providing structure and stability is the last prominent process Connie uses to cultivate culture.

Providing Structure and Stability

Providing structure and stability is the third secondary process associated with cultivating culture. It means maintaining solidarity and security. It involves creating, supporting, and promoting a solid, stable, and secure organizational structure in order that people and programs can function efficiently and effectively. Connie believes it is her responsibility not only to build solidarity by preserving community, but also to provide a sense of organization to relationships and activities, which occur within the school organization.

Structurally, Connie wants things to be orderly and organized so much so that she facilitates the faculty's attention and participation in this endeavor. As part of one faculty meeting, Connie reviewed new district policies. Three of the policies were required reading for the staff. Housed in the library, these policies are available to everyone.

C: I am going to set
November 30 as your
deadline for doing
the three policies
that are in the
library. I believe I
have twenty-seven
teachers that have

completed that so far.

Connie went on to explain that when staff members had completed reading them, they were to submit a form verifying that they had completed the policy review. Connie even made provisions for those who could not remember whether they had submitted the forms.

C: If you can't remember if you did it, I will give it all to Dot [Connie's secretary]; and she can let you check it off on your main form . . . and we will put it in your file in the office so she will have it.

Just put it in the same place where we put your certification points and your inservice count, everything together.

Stability of the organization is also a high priority. Connie has high expectations about behavior, which preserves that stability. She believes in confronting threats to organizational stability immediately. For example, one morning while traveling through the hallways, Connie heard one of the special students, Alice (A), yelling "NO!"

C: Alice, you are making too much noise.

A: Nah!

C: Yes you are too. You are bothering people.

A: No. [begins to cry]

C: I am not going to let anybody bother you, and I don't want you to bother anybody.

Driven by a strong justice ethic, Connie works diligently to protect the organization from disruption. She will deal immediately with anything that threatens it. ([Appendix H, C3 Doc1A, Lines 292-404](#))

C: You are on your way down the hall to observe a class. It is the most important thing you are going to do that day, and

there is a fight in
front of you.

Well, you don't get
to the class, you
bring the fight back
to the office and the
class goes by the
wayside.

There are four tertiary processes Connie uses to provide stability and support Greenland's organizational structure. They are upholding, regulating, disciplining, and mediating.

Upholding

Upholding is the second tertiary process associated with providing structure and stability. It means to support and sustain policies, precedents, and procedures. Policies, precedents, and procedures provide predictability and durability to the social order of the organization thus supporting structure and stability.

Connie staunchly supports district law, school board policy, and local school customs and practices. District law is supported through policy and procedure established by the school. By signing driver authorization cards for students who earned an A or B in driver education training, Connie certifies their eligibility for a driver's license.

C: The rule is if you
have an A or B, the
first nine weeks in
Driver's Ed, you can
get your license now.

All schools should adhere to school board policy. In speaking with her athletic director one afternoon, Connie became aware that some people were planning a junior high school sports tournament, an event which school board policy prohibits. Connie firmly expressed her views on the proposal.

C: We are not going to
do that. We work for
the county; and if
Dr. Jenkins and the
school board are
saying junior highs
will not have
tournaments, we can't
turn around and tell
them: Hey we are
having one of those;
just break your rule
and come on and do
it.

We are not going to
operate that way. I
don't care how much
money we are con-
sidering . . . We

just don't go against
the regulation.

Child abuse is an area governed by district law, school board policy, and local school practice. Connie informed her faculty that it "must be reported within seventy-two hours of knowledge about your suspicions". However, how one reports child abuse is a local school decision. Connie explained Greenland's procedure during an afternoon faculty meeting.

C: If you have any
inclination at all
that a child has been
abused, please let
one of the counselors
know immediately . .
. . .

Remember here at
Greenland, we report
it to guidance first;
and they work with me
or Ryan or Andrew to
work out the
situation.

Connie emphasizes, "That is the way we have handled it before, and it has worked beautifully".

Precedent is strong justification for local school customs and practices at Greenland. This is especially true regarding instructional organization. Connie comments about tutoring students before and after school: "That [tutoring] we have been doing for years, especially for Math".

In following policy, precedent, and procedure, Connie maintains Greenland's social stability as she aligns herself with established practice. Through policy, she upholds district law and school board policy; through precedent and procedure, she supports the local school culture. In upholding Connie uses three important quaternary processes: delineating, equalizing, and monitoring.

Delineating. Delineating is the first quaternary process associated with upholding. It means to describe clearly. Connie uses explanations and examples in delineating policies and procedures. She often uses stories to describe clearly the rationale for policies, precedents, and procedures.

In speaking to the Parent, Teacher, Student Association [PTSA] board one evening, Connie explained the importance of policy and procedure. She made this explanation in response to a question about a currently publicized video documenting Greenland's homecoming. Connie delineated a story about how someone a few years ago had collected money for a school video and then never delivered the video. A former student had a company and was connected with the videographer who did not have a contract with the school. Although promised to the buyers, they never received the video; many people lost their money. Not only was this unfair, but it was disappointing to the students.

The school board did not sanction the video in question. This was because the videographer had not participated in a bid process outlined

by school board policy. Connie was working diligently to obtain all of the facts about this situation, because there was a growing demand among the students and their families for this video. Although Connie did not want to disappoint the students, she had to consider the school board bid policy, which was either unknown or blatantly disregarded by the videographer.

Equalizing. Equalizing is the second quaternary process associated with upholding. It means to be without bias and unprejudiced in carrying out rules and regulations. Connie values this process for its ability to demonstrate fairness in application.

In making decisions that affect policy, precedent, and procedure, Connie always considers issues of equity. She strives to be fair and equitable in carrying out policy. For example, in considering leave requests, Connie believes in applying the leave policy equitably among the instructional and support staff: "You can't really be discriminating against set groups of people".

The same applies to issues involving children: If "you are discriminating against children who aren't quite as smart as the others, you cannot do that". Connie made this statement in response to the faculty's objection to the district waiver policy regarding course enrollment. Connie supports equal rights, in instruction, behavior, and dress. Hats in school can be a controversial topic.

C: If we are going to
have gender equity,
we are going to have
gender equity. So, a
little girl cannot
come in here with the
cutest little cowboy
hat you ever saw and
wear it because the
boys will go crazy.

You let the girls
wear hats! I don't
let the girls wear
hats; it is better
not to have any hats
at all. I just remind
them that they have
equal rights
It is a matter of
respect.

Connie uses one other process to complement equalizing and delineating. That process is called monitoring.

Monitoring. Monitoring is the third quaternary process associated with upholding. It means to observe or watch attentively for compliance with policy, precedent, and procedure. Connie is alert and watchful for compliance with rules and regulations.

When a teacher inquired about taking a personal day, Connie reminded her about the new rule regarding personal leave before a holiday.

C: You are not hurt by the rule. We went over that rule yesterday. If you take one before or after a holiday, you can get docked. That would be Wednesday; Wednesday counts.

Connie vigilantly monitors construction of the new wing to the school making frequent visits to the site during the day. Although she has faith in the architect and the builder, she does ask questions and observe progress as she compares the architect's plans to the foremen's work.

Upholding is an important process that supports organizational structure and stability. Through the three quaternary processes of delineating, equalizing and monitoring, Connie upholds Greenland's policies, precedents, and procedures. Regulating is a process that complements upholding and relates to relationships as upholding relates to rules and regulations.

Regulating

Regulating is the second tertiary process associated with providing structure and stability. It means to control in accordance with standards and beliefs. Connie is very concerned with providing a protective and nurturing environment for the staff and students. Because she feels she sees the big picture most accurately, Connie sees herself as a regulator of the scope and nature of organizational affairs, particularly as they concern interpersonal relationships.

During an investigation of sexual harassment charges between students, Connie regulated student interaction. She acted quickly in investigating the allegations and then worked with students in a protective and respectful manner.

C: For protection, you sit down and let me go get Angela. Then you go to lunch. And that way I know you can't talk to each other. Okay?

Whenever the safety and security of children are at stake, Connie escalates both the duration and intensity of her regulatory actions. When the construction crews began work on the new wing, Connie worked closely with the foremen in taking measures to protect the students from interacting with the work crews. The work crews were not allowed in the building for any reason, and the construction site was off-limits to students, even during a fire drill.

There are three processes Connie uses to support the regulating process. They are selecting, supervising, and protecting. With the use of these processes, Connie controls interaction within the organization.

Selecting. Selecting is the first quaternary process associated with regulating to ensure structure and stability. It means to employ

skillfully, that is, to hire people who match the needs of the organization. By carefully choosing employees, Connie ensures that their personalities, as well as their skills, are matched to the needs and objectives of the school organization.

Connie was very excited when a former parent, Kenny Dennison, stopped by the school to indicate an interest in being a substitute. Connie introduced him to Andrew, the assistant principal in charge of substitutes, saying she wanted to give Mr. Dennison top priority. In speaking to the faculty about employing Mr. Dennison to teach in the remediation program, Connie commented that he was a "wonderful person" for the job.

C: His children's names were Rick and Mark. He is a practicing psychologist and a preacher and all of these things; but, he is also a substitute. His rapport with kids is fine; they like him.

On the other hand, Connie was quite disparaging about a woman who came over to Greenland to interview for the assistant principalship, which was open last year. Connie was convinced this woman was not a match for Greenland.

C: She didn't fit our needs; and I think she would have ripped my department apart.

Personnel selection is an important process in any organization for two reasons. The first reason is that it is important to match the needs of the organization with the needs of the individual. The second is because the well being of the organization depends upon Connie's ability to work with the individual. Working with individuals in this manner is called overseeing, which is the next process Connie uses to support organizational stability.

Overseeing. Overseeing is the second quaternary process associated with regulating to ensure structure and stability. It means advising people about how to conduct themselves through the transmission of expectations.

Because of their youth and inexperience, Connie recognizes that student teachers are potentially at risk in working with high school students. She supervises these teacher/student relationships closely and encourages her staff to do likewise.

C: We had male student teachers. We always watched to be sure that they were not too friendly with the girls, and watch a female [to be sure she] is not too

friendly with the
boys. I mean you
watch this stuff.

Inquiries about yearbook pictures created an occasion for Connie to supervise her staff in an instructive manner about school operations. Yearbook pictures are important to students in capturing important high school activities and memories. Several companies had recently solicited students and their families to take pictures. According to school board policy, only one company is allowed to be the designated school photographer for yearbook pictures. That photographer is selected through a competitive bid process. Questions and concerns arose about yearbook pictures. Connie explained to her staff the rationale for the bid process and the necessity for one designated photographer.

C: Essentially, it had
to be developed as a
policy because we
were having too many
kids who were being
ripped off by other
photographers other
than our own. So, we
drew up some
guidelines to protect
them and sent them
through the county
attorney

Connie went on to instruct her staff to answer student questions and respond to them with this information.

C: If kids ask you
anything about that,
we would appreciate
your support. Pri-
marily it [desig-
nated photographer]
was to stop the rip-
off.

Through the process of overseeing, Connie guides people in a school organization to behave in a manner that supports the principal's objectives. Along with selecting and overseeing, Connie uses one other subprocess, protecting, which is a proactive watching over of people.

Protecting. Protecting is the third quaternary process associated with regulating to ensure structure and stability. It means to take care of the well being of staff and students. Connie will intervene directly when anyone threatens the well being of Greenland's educational program or its people.

Protecting is a seemingly natural behavioral process for Connie. Connie intervened quickly when it came to her attention that a teacher was imposing some, as she described it, "absurd" requirements on students. In speaking to her department chairpersons, Connie alerted them to the situation so they could remedy it immediately.

C: The first thing that
I want to talk about

is that somewhere in
some departments
someone is having
make-ups on Tuesday
morning only

The problem is the
children who take the
zero class are
telling the teacher
that they must skip
his class in order to
make up a test they
missed which is
absurd!

Some teacher, you
check with your
department, and see
who is making herself
or himself available
only on Tuesday
morning [for makeup
tests]; they will
have to do something
. . . . For this one
child they have, or
two children [who
already are enrolled
in a class during
that time], they [the
teachers] will have
to make an
alternative plan;
because we can't take
a child out of one
class for another.

Protecting, along with selecting and overseeing, are processes which work together to regulate and preserve work relationships. They promote structure and stability. There are people, however, who perceive Connie as extreme in her actions to maintain this priority. She is widely known for running a "tight ship". Although many people respect her, some people do not and criticize her for it.

The subject of this perception arose one afternoon as Connie was talking with the junior high assistant principal about the basketball game the previous evening. Connie reported that the student spectators for the opposing team were very poorly behaved, shouting and chanting in an "off color" manner. As she herself was supervising students that evening, she was pleased to see that the Greenland students did not retort obscenities back. They were, in fact, pretty well behaved.

During the game, Connie went on to explain that, to her surprise, one of her biggest critics, Mr. Fairness, approached her. He came over to her and tendered an apology. He said that he had always criticized her for running a "tight ship"; but after seeing what he had seen here tonight, he understood her rationale. He said to Connie, "Now I apologize, and I am with you".

Connie was delighted with Mr. Fairness' insight and understanding. She had now garnered another ally in her work to safeguard Greenland. Mr. Fairness now seemed to understand the need for upholding rules and regulating in order to maintain discipline.

Disciplining

Disciplining is the third tertiary process Connie uses to provide structure and stability. It means to bring into a state of order and obedience through instruction or training. Connie uses this process particularly in her work with the students at Greenland, although she is not averse to using it with her staff if required.

While Connie was speaking one morning with two district coordinators (D), the topic of student discipline arose. Concerns about this topic were mounting in the district. One coordinator commented about his observations by comparing groups of students with crops of apples.

D: You have different
crops of kids like
different crops of
apples; and that is
true with all of the
county. You know, I
am serious. You have
a good year of kids,
a good crop of kids
[one year]; the next
year it is not so
good.

Connie agreed with him, saying there was a group of students at Greenland who are "stopping instruction in the classroom they are so bad". She believes consequences are a necessary and appropriate course of action.

C: I don't ignore
anything like truancy
or anything
And, when I do catch
them, I punish them.
I do come right down
on them. I don't say
you shouldn't do
that, there is a
punishment given.

Connie is proactively involved in discipline at Greenland. In making administrative disciplinary assignments, Connie assigns senior girls to herself, dividing the rest of the students between Ryan and Andrew.

C: But, I think it is
very important that
we are a part of
that: active and
interested in doing
the discipline, and
doing the
supervision, and so
forth.

Connie does not hesitate to handle disciplinary issues that come to her attention.

C: But, I don't hesitate
if I am going down
the hall and there is
a fight. I will do
the fight myself. I
mean, I don't say,
well you are a
junior, you go here,
you are a senior;
[that happens] only
if I have to go
somewhere or if I
have a conflict.

Moreover, there is a fine line between abuse and discipline. Connie explained that to her faculty one afternoon as she advised them on the distinction between the two types of behavior: disciplinary behavior and abusive behavior.

C: Abuse is not a
learning process. It
is when pain is
inflicted to stop a
behavior You
know if you think you
are going to stop a
behavior by calling
someone an idiot, it
isn't going to work .
. . there is a fine
line. So, be very
careful.

There are two processes associated with disciplining. They are adjudicating and adjudging. They work together supporting the discipline process.

Adjudicating. Adjudicating is the first quaternary process associated with disciplining. It means to settle or determine an issue. When an issue calls for resolution, Connie adjudicates it. Connie evaluates the situation and determines an outcome.

Connie received a telephone call from the police one morning about a Greenland student. Skipper was walking on the street during school hours. Initially, this appeared to Connie to be an issue of truancy. Skipper is an aide to the music teacher at the junior high school, and it appeared as though he was indeed skipping school. Connie called the junior high and said, "I want to get word to that teacher that I am going to change his [Skipper's] schedule".

When Skipper was brought back to Greenland, Connie handled the disciplinary situation herself: "Where are you supposed to be, Skipper?" Skipper replied that he was a teacher's aide at the junior high during this period. "Why aren't you there today?" Connie inquired. Skipper explained that he was a diabetic and had missed his morning shot. He was returning home to get it. "And we have this information on record,

right?" Connie replied, "So, when you checked out, did we refuse you, when you asked us to call home and get you checked out, did we refuse you?" It became apparent that Skipper had decided to leave school grounds without permission, saying, "I didn't think it was going to be a problem". Connie responded, "Yes it is! And, I am very angry that you . . . ". Through her actions, Connie adjudicated this issue with Skipper.

After adjudicating an issue, Connie utilizes another process called adjudging. This is a complementary process to adjudicating; together they sustain the process of disciplining.

Adjudging. Adjudging is the second quaternary process associated with disciplining. It means to pronounce or publicize. Once issues are adjudicated, Connie pronounces judgment. That judgment can take the form of admonishing and/or administering consequences.

In the case of Skipper, who was truant for part of the day, Connie decided to give him the benefit of the doubt. She admonished him first, threatening him with dire consequences if it should happen again.

C: Well, let me tell
you: Anything like
this happens again,
you will not be her
aide; you will be
confined here where
we can watch you
closer. You
understand [me]
clearly? And if it
happens again, your
schedule is changed,
you will not be
allowed to go back to
the junior high. Do
you understand?

Skipper (S) understood. Connie required him to make up the time in detention as punishment for his inappropriate conduct. IDP is the In-School Disciplinary Program.

C: I also want an hour
for that of
detention. Is
tomorrow afternoon
convenient?

S: I have to work
tomorrow.

C: What day don't you
work?

S: Today.

C: You can stay today if
you like. Three to
four [o'clock], Room
B10.

S: B10.

C: Okay.

S: Uhm.

C: And if it happens
again, your schedule
is changed, you will
not be allowed to go
back to the junior
high. Do you
understand?

S: Yes, I do.

Disciplining is primarily a process Connie uses with students to provide structure and stability. When working with staff, Connie uses mediation. Connie mediates conflicts and disagreements on an ongoing basis between and among individuals and groups within the Greenland school community.

Mediating

Mediating is the fourth and last tertiary process associated with providing structure and stability. It means to settle as an intermediary or to act between parties to effect agreement, usually around areas of conflict. Connie believes her background in counseling has helped her in developing skill in this area. ([Appendix H, C3 Doc1A, Lines 1467-1484](#))

C: My daughter is a peer mediator at her middle school. And, she looks at me and she says, "Mom, you would have made a good peer mediator".

You know, I think that she has been learning the characteristics of a peer mediator. She sees that in me. And, I do feel like I am a peer mediator, meaning, that I could mediate among teachers; and I could mediate among the children.

Connie reports that there are not many conflicts at Greenland; her athletic director, Earnest, agrees. However, as with any large bureaucratic organization, some conflicts do arise between and among members of the organization: teachers, parents, and students. Earnest reports that when conflicts do arise, Connie resolves them to everyone's satisfaction. ([Appendix H, C3 Doc1A, Lines 1052-1056](#))

C: But, I do like, in the case of a conflict between two individuals or two groups, or whatever, I do like to have the opportunity to sit down and try to work it out.

Connie mediates between parents and the school. Students often want to change teachers and will enlist the support of their parents. Connie attempts to talk to all parties and resolve the issue. She thoroughly investigates, as was the case involving a student who wanted to change teachers. After Connie informed his mother that he was having an attendance problem, changing teachers became a non-issue.

In another matter regarding student/teacher assignments, Connie received a follow-up note from a parent, who had previously asked for a change in her daughter's schedule. The note read: "Maggie tells me she is satisfied with the situation in her History class after having talked with you last week . . . Thank you".

Connie also mediates between teachers and the office staff. One instance involved the distribution of report cards. Teachers were upset about the way the office was handling students who did not receive their report cards at the appointed time. Connie discussed this issue with the teachers in a faculty meeting. This resulted in a change in office procedures.

Resolving conflicts includes those involving the assistant principals. When teachers do not feel the assistant principals are supporting them, they go to Connie who attempts to resolve the concern. She talks with her assistants directly, believing it important that they know that they have been "criticized". Connie reports how she handles these types of situations through modeling a scenario with a teacher named Mrs. Jones. (Appendix H, C3 Doc1A, Lines 1743-1761)

C: But, I have to say, up front [to her assistant principal], that Mrs. Jones has been in to talk with me and she felt that your handling of Johnny was not strong enough or can you give me some background

Subsequently, I will say, alright, now one of us has got to go back and talk with Mrs. Jones. Do you want me to go back or

do you want to go
back, like that.

Connie says this is not easy to do. She is very close to them and understands how and why they behave as they do.

Connie works diligently for resolution of issues believing this is in the best interests of her school community. However, she understands that not all things are "solvable".

C: I would like to be
able to say to you
that all these things
are solvable. But,
that is a dream
world. In fact, I
have two or three
situations here that
are not resolvable.
They never will be
resolvable. They have
been worked on for a
good twenty years,
and I have been
working on some of
them [as principal]
for five.

So, I am not naive
enough to think that
I can sit down and
work everything out
because I know that
is not true. Per-
sonalities are
personalities and
jealousies are
jealousies. And, in
some of these cases,
the only solution
will be when these
people are gone; the
situation will be
better. But, that is
down the road,
probably past my
time.

Such appeared to be the case with a situation involving two staff members and exclusion of one member's daughter from the school volleyball team. It appeared that because of hard feelings between two staff members, the daughter became the "pawn" who was unjustly excluded from membership on the team. Had Connie known about this dispute, she says she would have "headed the whole thing off". She was disappointed that the teacher, who was the parent of the student, did not come to her as soon as the matter arose; and, as Connie put it: "Let me try to work the situation out".

Although Connie planned to hold a meeting between the two staff members, there was little hope that the daughter would join the team. This really upset Connie; mediation was her last resort.

Connie employs the processes of mediating, disciplining, regulating, and upholding with a great deal of serious thought. With the use of these processes, she believes she secures the well being of the Greenland school community.

Further demonstrating her ability to provide structure and stability, Connie handled a situation that came to her attention about extensive cursing and inappropriate language used on a bus. This bus transported not only her high school students, but junior high and elementary students as well. This issue threatened the welfare of the students as well as the organization. Although the complaint was lodged by four girls against one boy, it was clear to Connie that the girls were at fault as well. They were all behaving in a manner that was counter to school board policy. It was now up to Connie to enforce the behavior code.

Connie investigated the incident and made contact with many people involved and concerned about this situation. She spoke with her fellow administrators at the senior as well as the junior high. She spoke with students. She contacted not only the bus driver, but the bus supervisor as well. She examined the bus route and identified the students who rode the bus.

In this situation, Connie was concerned with protecting the students who were hearing the inappropriate language, particularly the young elementary students. In adjudging the situation, Connie settled the score on who was using inappropriate language. In adjudicating the situation, Connie said the girls should be punished as well as the boys. Disciplinary action was appropriate for all students breaking the rules.

Mediation, however, was necessary to resolve the underlying conflict between the boys and the girls. Working with the assistant principals and the bus driver and supervisor, Connie mediated the issues which prompted the ongoing conflict. In addition to addressing the issues, Connie delineated her expectations about bus behavior to the students and reminded them that those expectations applied to the girls as well as the boys, particularly where appropriate language was concerned.

Through this example, it is easy to see how Connie employs the four processes of upholding, regulating, disciplining, and mediating, to stabilize and secure a threatening situation. Providing structure and stability, however, is only one part of cultivating culture. It is complemented by preserving community and emanating eminence which together to make three secondary processes. These processes work together in cultivating culture.

Connie's immense skill in combining all of these processes to cultivate culture is evidenced through her artful management of an event which interfaced law enforcement and the school. Two Greenland students were witnesses to an early morning robbery. The police contacted Connie to schedule an interview with the two female student witnesses.

The police investigator assigned to the case, Jarrod, pleased Connie. Emanating eminence, she said, "He knows what I expect". Connie knew Jarrod; and Jarrod knew her, for Jarrod was a Greenland alumnus. During

the investigation, Jarrod remarked about Connie, "She knew me right well. She knew my mom, and things had a way of getting back [to mom]".

As Jarrod began interviewing the two witnesses, rapport and camaraderie were established. When Jarrod said he had not been a graduate for very long, Connie interjected, "in your dreams". In a matriarchal and rebuking manner, Connie asked the girls why they were out riding around in a car at three o'clock in the morning. The girls did not have a substantive reply; Connie let it pass for the moment.

After the investigative interview, the girls left the office. Connie engaged Jarrod in a long discussion about people they both knew from the past, teachers, and students. Connie's knowledge about people and events astounded Jarrod, who eagerly listened. Connie was amazed to hear from Jarrod that a former teacher, who was popular with the students, was a homosexual and "ran a gay bar downtown". Connie exclaimed, "You know, I never picked up on his homosexuality in any way, shape or form".

Connie and Jarrod shared excitement about the upcoming class reunion scheduled at Greenland the following month. "Are you coming to the reunion?" Jarrod inquired. Demonstrating her ability to strengthen the collective, Connie replied, "I am real anxious for it. I will have T-shirts, mugs, and . . . for sale". Connie explained the schedule for the evening to Jarrod, saying, "You will be able to walk around and reminisce, whatever you want to do. We will have it all over [the school]". She explained that many of the teachers would be attending, and some were providing entertainment for the alumni. While reminiscing about previous reunions, Connie shared with Jarrod what she knew about many other Greenland alumni.

At the end of the conversation in recapping the interrogation, Connie praised Jarrod for his cooperative manner. Teamwork is important to Connie and working with the community is an essential part of that process. Connie expressed concern for the witnesses' welfare in being out at night. In promoting structure and stability, Connie suggested that, as part of his investigation, Jarrod inform their parents about the county curfew law. The girls were violating this regulation by being out on the streets in the wee hours of the morning.

As can be seen through this example, emanating eminence, preserving community, and providing structure and stability are the secondary processes that Connie uses to cultivate culture, the first primary process. Cultivating culture is complemented by one other primary process, building the program.

Building the Program

Building the program is the second primary process associated with Connie's administrative style. It means establishing direction and control in order to enhance operations to accomplish the mission. That mission is to provide educational services to kids.

C: I feel we are just
there for the kid
first and the teacher
second; and we try to
do the best we can
for all of them
involved.

The mission can be accomplished best by enhancing the environment. Connie calls it "making life better".

C: I try to do a lot of things to make life better for them, you know. And, I feel like in the five short years that I have been here that I have made some improvements in the working conditions.

Making life better involves building things up, improving them so staff and students have the resources and support they need to achieve. Building is a metaphor for Connie's administrative focus. It is also a real process Connie utilizes to improve the instructional program.

This was evident as Connie worked with her coaches to determine equipment purchases for the following year. This year was the year to focus on improving the track program; and items like vaulting poles, plyometric boxes, and starting blocks were all scheduled for purchase. Regarding the starting blocks, Connie informed the coach, "We are also going to build a rack for those". In many cases, it was more economical, if staff was willing to help, to build items they needed rather than purchase them. Greenland's athletic director, Earnest, was particularly forthcoming in offering help and direction, although he wanted the assistance and support from all coaches involved.

Connie uses three secondary processes to build the school program. They are envisioning dreams, advancing productivity, and improving operations. Envisioning dreams explains about how things could be in a perfect world while advancing productivity concerns supervision and instruction. Improving operations concerns managing circumstances and conditions that affect the daily work lives of staff and students.

Envisioning Dreams

Envisioning dreams is the first secondary process associated with building the program. It means mentally picturing a future state. Connie uses her vision as a guide to implementing change at Greenland High School. An example of this is Connie's vision for the new computer lab.

C: We need to have that \$30,000 built in somewhere that those computers are the top notch identical; everything that teachers should dream about having in there.

In order to build things up effectively, Connie maintains a constant focus on the big picture. She refers to it as an "awareness of the total program". That focus involves intensity and direction. Intensity concerns Connie's passion for making life better for the school community, while direction is about moving forward energetically to do what must be done. ([Appendix H, C3 Doc1A, Lines 524-526](#))

C: What kind of things do we want to do for next year, a

year from now, or two years
from now, whatever.

Connie realizes that bringing vision into reality is a process. This process takes time. Connie plans for this process.

C: And, to improve this tomorrow, and to
plan for this three days from now,
or three months from now, or whenever.

This plan unfolds through a process called advancing productivity, which is the next process Connie uses to build the program.

Advancing Productivity

Advancing productivity is the first secondary process associated with building the school program. It means promoting the creative yield of staff and students. Advancing productivity is a core process in Connie's administrative style, and it primarily manifests through her focus on instruction.

C: I just feel that it
is important that we
improve instruction
by maintaining
qualified teachers,
maintain the right
[materials] and
number of materials,
the right number of
support staff, and
all of that kind of
thing. I just feel
that this is really
important to good
learning everywhere.

Connie believes improving instruction requires supporting two focal areas. The first area concerns job performance; and the second concerns resources and materials to support job performance, which is provisioning.

Connie draws on her knowledge and experience to advance productivity in directing the Greenland school community using two tertiary processes. They are promoting performance and plentiful provisioning.

Promoting Performance

Promoting performance is the first tertiary process associated with advancing productivity. It means to facilitate the execution or accomplishment of work.

C: One of the things
that I think we need
to emphasize is
individual teachers
doing innovative
things.

Connie strongly believes in supporting the school community. She believes in recognizing and utilizing the best in people. (Appendix H, C3 Doc1A, Lines 2376-2391)

C: I try to consistently utilize the best in everybody and make the best of what they have to offer.

And, I feel the same way about myself. You know, if I am the best at this, let's do a lot of this. And, if I am the worst at this, let's get enough to get by. But, let's not emphasize the fact that I am not successful in this or I am not strong in that.

That is the way I feel about everybody here.

Once Connie identifies people's talents and abilities, Connie demands that everyone work together consistently and persistently. (Appendix H, C3 Doc1A, Lines 1500-1504)

C: I feel like I run a tight ship. And, I am saying once we decide, for example, that no one goes to the bathroom during first period, then I expect it not to happen, you know.

Connie promotes performance to support the mission through three important processes: fostering self-improvement, differentiating assignments, and supervising skillfully.

Fostering self-improvement. The first quaternary process associated with promoting performance is fostering self-improvement. This means advocating professional growth that betters one's work efforts by developing oneself. Connie is a great advocate of staff development. During an afternoon faculty meeting, she informed her staff of the importance of self-improvement.

C: I want to tell you again, I am a person who believes in professional improvement,

professional
opportunity.

Portions of faculty meetings are devoted to publicizing opportunities for staff development as well as explanations of its benefits. Connie supports conventions, workshops, and peer visitations as avenues through which to develop. During one faculty meeting, Connie encouraged her staff to be creative in identifying opportunities for development, "If you want to do something different, all you have to do is talk it over".

And, when teachers do identify opportunities, Connie will support them to the fullest extent possible.

C: If you find anything
that you think you
would like to attend,
I will be glad . . .
I can't tell you that
I can give you a
blank check, but I
can tell you that I
can help you. I can
find other people who
can help you, and
together I would be
glad to work on it.

Connie also encourages student performance. She is concerned that students maximize the potential benefits of the educational opportunities available to them at Greenland High School. This was evident in Connie's attention to and participation in planning remediation efforts for low achievers.

In discussing the creation of a remediation program, Connie supported plans to contact identified students notifying them of the importance of participation in a program which would assist them in passing state literacy tests. She also wanted the parents notified so that they could support the efforts of the school. In speaking to her department chairpersons, Connie emphasized the importance of Greenland's remedial efforts directed at assisting students in passing the literacy exam.

C: We need to talk about
a very important
topic. It is more
important than it has
ever been before
because of the
literacy exam. If we
can't get everybody
through the literacy
exam, it is going to
be our fault . . .
So, we have to be
very careful that we
have done everything
we can to get
everybody through the
literacy exam.

The remediation is so important . . . and the money is available . . . We can come up with any ideas that we have for remediation.

One of the ideas proposed to support this program was to pay teachers to teach remediation skills outside of their contract hours. Connie urged her department chairpersons to identify teachers who wanted to do this before or after school. This would be an additional assignment, but one that would pay teachers. This type of thinking evidences one additional process Connie uses in promoting performance and that is the differentiation of assignments.

Differentiating assignments. The second quaternary process associated with promoting performance is differentiating assignments. This means assigning duties and responsibilities to staff in different, yet equitable, ways based upon the needs of the school program.

Connie differentiates assignments among her assistant principals: Andrew works with curriculum and instruction while Ryan oversees maintenance and facilities, which he prefers. When an issue like examining new instructional schedules arises, Andrew takes the assignment because that is part of his area of responsibility.

Connie also differentiates staff supervision of students. She assigns teachers to supervise detention and not counselors. Counselors receive general supervisory responsibilities, not connected directly with discipline.

Connie knows that her staff, indeed, likes to focus their time on instruction; they do not like night duties. Unfortunately, many events occur after school and in the evening: detention, committee meetings, student athletic games, and special student events like school dances, concerts, and other programs. In order to staff these unpopular supervision assignments, Connie differentiated them in a playful manner. (Appendix H, C3 Doc1A, Lines 1891-1908)

C: So, I did it differently. We wanted to have detention Monday through Thursday afternoons from three o'clock to four o'clock. And, then, in the past, every teacher had to go to a dance one time during the year, period.

So, I made up this fish bowl drawing that I put all of the afternoon detentions that we needed in a bowl, like February

the such and such
through February the
so and so. And, I put
so many positions
needed at the Prom;
and I put so many
positions needed at
the Homecoming dance
in a fish bowl. And,
you draw them out.
And, you get only
one. And, then, if
you go and trade with
somebody, I don't
care.

Connie also encourages working with students differentially. She adjusts staff duties and responsibilities so students can maximize participation in activities and events. Students like to go outdoors for lunch, which requires staff coverage beyond the cafeteria to the outdoors: "I try to have as many lunch supervisors as I can outside".

In addition, Connie adapts to meet student needs. In formulating the remediation plan, Connie was adamant that it should be flexible in offering remedial help during different periods of the day. She also wanted teachers to continue helping students before and after school, as had been the custom at Greenland.

C: I think we need to be flexible enough to do this. I think we need to offer some time at seven thirty in the morning and some time during the day and some time at three o'clock.

Supervising skillfully. Supervising skillfully is the third quaternary process associated with promoting performance. It means to manage work efforts proficiently. She directs her efforts constantly towards enhancing her staff's professional performance and her students' educational progress.

Connie believes that her most important supervision responsibility is that of appraising staff performance.

C: Well, I probably have left out the most important component which you kind of take for granted and that is supervision of instruction directly. We do have a wonderful evaluation program in Rockworth County where we have a system of working

with the teachers. A brand new teacher gets evaluated every year she is here for the first three years; and then, it comes on an every other year [basis]. They go through a full evaluation. In that time, you try to observe them no less than two times a year, once each semester, and more if you possibly can.

You have a follow-up conference of some kind. It might be a brief one, might be a long one, might go into deep detail about the class. It might not be necessary to go into detail about the class. But, if they did a good job, they deserve your time and being told that this was excellent. I enjoyed this; I thought this was stimulating. You know, you need to tell them.

And, at the same time, you need to say: you have some down time, about six minutes that you lost instructionally. You know, you need to say those things. And, I guess that has got to be the overriding important phase that any principal does, even though they get bogged down with all of the paper work and all of the other things that go along with it.

In supervising skillfully, Connie also assesses student progress: performance and participation. She concerns herself with directing assessments of achievement both academically and behaviorally. Through

working with her guidance coordinator and teachers, Connie identifies students targeted for assistance in the school-wide remediation program. Through working with her assistant principals, Connie identifies behaviors and disciplinary actions for students exhibiting inappropriate conduct. Connie works diligently to promote improved behavioral performance: she assesses prior conduct and examines current circumstances before taking disciplinary action.

Connie also listens to students as they share their classroom experiences noting where and with whom they experience feelings of success and satisfaction. Connie knows students enjoy the band and music programs at Greenland. She knows they enjoy the sports programs: football and track are very popular sports in terms of student participation. Participation and support is so strong in Greenland's sports program, that the district has recognized the need for an additional gymnasium to accommodate the interest and needs of the students.

Supervising skillfully, differentiating assignments, and fostering self-improvement together enable Connie to promote performance effectively in order to advance productivity and thus build Greenland's educational program.

C: It [instructional supervision] has still got to be the focus of your life

Instruction is the first priority, and Connie supports all efforts directed at this, including the acquisition of resources. This process is called plentiful provisioning.

Plentiful Provisioning

Plentiful provisioning is the second tertiary process that supports advancing productivity. It means to supply an ample amount of resources and materials necessary to support the needs of staff and students in creating an optimal instructional environment. ([Appendix H, C3 Doc1A, Lines406-415](#))

C: When I say improvement of instruction, I am not just talking about observing and helping the teachers improve, but also providing the materials they need, updating things, getting extra things.

In speaking to the athletic boosters, Connie provided an update on provisioning for Greenland's winter and spring sports program.

C: We have just met with all of the winter and spring sports coaches. When you get past the Potomac

[football] game, you pretty well know how much money you have. And, so we met with all of them; and we got along real well. We are just about able to do everything that they wanted for this year.

There are three supporting processes associated with plentiful provisioning: frugal financing, prioritizing purchases, and resourceful optimizing.

Frugal financing. Frugal financing is the first quaternary process associated with plentiful provisioning. It means to obtain resources prudently, often in the form of funding, to support instruction. Connie believes that money should be used to support instruction by supplying teachers with the best possible equipment and supplies. When she came into the position of principal, Connie learned that her predecessor had left her thousands of dollars.

C: He left me thousands of dollars that he had hoarded in accounts. And, I was able to buy many things for the faculty. I didn't clean them out exactly, but I felt the money was there for the children. I bought TVs and projectors and VCRs and things like that. He left me very comfortable financially.

Since that time, Connie has guarded her money closely and stays "in the black".

Football games are an enormous source of income, and Connie tracks the weather and gate receipts closely so she can plan purchases. Potomac High School is an unbeatable opponent, but Connie says the game is an unbelievably rich source of revenue: "You get your butt kicked, but they bring two thousand people with them!" That means "a big gate".

Connie hates to see it rain almost as much as she hates to lose because that means less revenue for the school from football.

C: I am probably the only principal who does it this way, but I do not give the winter or spring sports any indication of how much they are

going to have to
spend until we get
over half way through
the football season
so I can see how many
times it rained and
how many games, what
our schedule is, . .
. . .

Greenland's staff is likewise very resourceful in raising funds to finance their own program needs. The volleyball team holds fundraisers during the year in order to finance new warm-ups for the team. The track team plans car washes to raise money to defray the costs of participation in out-of-state track meets. Connie expects her staff to be as frugal and resourceful as she is. In fact, when they make requests, she usually inquires about the balance in their fundraising account.

Connie is always optimistic about acquiring resources. In speaking about financing the staff needed for the remedial program, Connie says she can rely not only on county funding to accommodate Greenland's needs, but also on Greenland's business partner.

C: I think if we really
find a need, we can
go out and get more
funds. For example, I
think one of our
business partners,
Paramount Planning,
would love to chime
in on some of this.

Connie's optimism, in part, could stem from her attention to sources for funding program needs. She is hyper-vigilant in identifying ways to enhance Greenland's programs. Upon learning that another school district in the state charges for student parking, Connie alerted her superintendent, Dr. Wagner. Reflecting on that possibility, she told her faculty during a meeting, "I could spend that money here in a heart beat".

Because funds are limited, planning is essential to provisioning. Part of planning is prioritizing purchases, which is the next process associated with plentiful provisioning.

Prioritizing purchases. Prioritizing purchases is the second quaternary process associated with plentiful provisioning. It means to arrange acquisitions in a preferential order. This requires planning, something Connie takes very seriously.

In working with the budget process, Connie meets individually with department chairpersons and coaches to discuss their needs and establish purchasing plans.

C: I will work with the
department chairmen .
. . in what do we
need this year: Could
we plan for this for

next year? Do we want to request it now? Or, do we want to leave it for two years from now? What kind of things do we want to do for next year? and a year from now? or two years from now, whatever!

I will do a big budget request. Each department will keep me on target like they will come back and say: We talked about the possibility of ordering sixty five copies of MacBeth this year because ours are well worn. Could we get that this year?

Then, we will say, okay, we will get sixty-five new copies of MacBeth. And, the most tattered ones will be discarded. That kind of thing. Actually, the department chairmen will keep me on task for their own needs out of the master budget plan.

A similar plan is used for athletics. Purchasing equipment, gear, and supplies is discussed with each coach individually as well as with the athletic director.

C: A long range plan in athletics, for example, that . . . get uniforms this year and next year, two more will get them.

The track team is favored in the current budget plan. They are not only getting new equipment, but as Connie explained to the athletic boosters, "We are going to us the \$1500, the capital improvement allotment that is in the budget, for a new high jump pit . . . ". Connie explained that a new high jump pit was going to cost about two thousand dollars. Fifteen hundred dollars would come from the capital improvement fund of the school. The remaining funds would come from an, as yet, unidentified source.

C: We took our capital improvements money last year and bought class A volleyball equipment. So, we are going to take our \$1500 and build a new high jump pit. We will be \$500 short, but we will work on getting that from somewhere.

In speaking to the athletic boosters about priorities, Connie told them that school funds were being given to track. However, she would also like to assist the girls' softball program: "We have to do a lot for softball this year". One request Connie made to the boosters was that they participate in purchasing a pitching machine for the girls' softball team.

C: I am very interested in giving the girls a pitching machine. She [softball coach] has been asking for it about six years I don't know: Can you go in halves with them or something? Are you interested in giving them \$500 on a softball machine? [laughter] I think if you will, I think we can swing it.

At the same time, Connie informed them that she would be holding off on the purchase of a volleyball carrier. Volleyball received priority in funding last year; it was track's turn this year.

C: Remember we got the volleyball set? We are agonizing over a volleyball carrier. You know, when you bought the chairs, you agonized over whether to get a chair carrier or not? Well, we are agonizing over a volleyball carrier. We are just going to have to hold off a little bit on that.

As part of prioritizing track, Connie entertained the idea of purchasing warm-ups for the entire track team. Warm-ups are a big budget request item. However, it was apparent that the track team was the only meritorious team who did not have them. Track uniforms are costly and

the program is large; it would take a lot of money to fund uniforms for all participants. At the urging of her coaches, however, Connie agreed that they were necessary.

C: We will see what we can do because we are going to have to buy them We may have to apportion it in a two-year block [of time].

Storage facilities for the track program were also an important part of the budget plan.

C: Hopefully we are getting a place for all that stuff, storage built upstairs; and we are making super progress There will be a track area with a key And, in the storage room, we are going to try to get the roof fixed. We also wanted to get the building rack to provide pallets to lay things on.

After listening to the request by the outdoor track coach for warm-ups, Connie decided that she could purchase them over a multi-year period. However, several athletic programs must share them. This is resourceful optimizing which is the last process associated with provisioning.

Resourceful optimizing. Resourceful optimizing is the third quaternary process associated with plentiful provisioning. It means to make the best use of resources and materials in a skillful manner.

C: We will buy a laser printer this year. We will spend \$1300 for a laser printer. It will help yearbook, it will help newspaper, it will help the main office, and it will help teachers.

In discussing equipment and resources with the coaches, Connie proactively attempts to optimize the use of resources. She encourages her athletic coaches to share facilities, like the weight room, training all athletes in equipment use. In discussing warm-ups, Connie advocated sharing them as well.

C: We are talking about one hundred kids and

one hundred warm-ups
. . . and [you are]
asking for one [warm-
up] at one hundred
dollars a shot, one
hundred dollars a
shot! What is
that? Ten thousand
dollars.

Aghast, Connie explained to the track coach that warm-ups had not been purchased before because of their high cost. However, she proposed that a multiuse warm-up be used, optimizing the expenditure for clothing.

C: I would like for us
to consider a warm-up
that could be used by
cross country,
indoor, and outdoor .
. . . Get a unisex
one which should take
care of [all kids],
one which we take
care of in house and
keep forever.

In further discussions with the track coaches, it became apparent that plyometric boxes were another piece of equipment desperately needed in track training. When Connie was assured that they would be safe, she supported the construction project to optimize resources.

C: If we can't get a
reasonable price,
Earnest [athletic
director] is going to
work on building
some. He has built
them before, but he
is probably going to
need you to help him
get them built.

Resourceful optimizing along with prioritizing purchases and frugal financing are the three quaternary processes, which Connie uses to provision plentifully. So engaged is Connie with this process that she extends it into helping the staff provision outside of their professional commitment. In a faculty meeting one afternoon, Connie was excited to share some holiday passes to Covert's Club.

C: If you do not belong
to Covert's Wholesale
Club, but would like
a free pass from now
until December 31,
please see me. I will
certainly let you
Christmas shop at
Covert's if you don't
belong This
is a special thing

for district
employees, holiday
greetings from
Covert's Club.

Plentiful provisioning and promoting performance are the two tertiary processes that Connie uses to advance productivity. In building the school program, however, Connie uses more than just these processes. Growing out of her desire to make circumstances and conditions optimal for her school community, Connie focuses much of her attention on solving problems. In fact, she is impassioned about helping people solve their problems; and people appreciate her efforts. One staff member (S) describes Connie as "solution-oriented" and attributes Greenland's good morale to Connie's strength in this area.

S: This lady is
solution-oriented.
This is what has made
her an outstanding
principal and caused
the morale of the
faculty to stay up.
She is constantly
searching for
solutions.

Through problem solving and the creative act of identifying solutions, Connie orients herself, in a very natural way, to improving operations.

Improving Operations

Improving operations is the second of two secondary processes associated with building the school program. It means managing a variety of activities in order to bring things into a more desirable or optimal state of being. Speaking specifically about operations, Connie delineates her operative responsibilities.

C: To run a school means
[that] you have a
wide range of
responsibility:
instruction, extra-
curricular acti-
vities, a variety of
contacts, police
contact, communi-
cation with central
office, monies in the
bank, coaches, and
working with depart-
ment chairmen. Also,
[consider] the impact
of special education
and dealing with
those changes.

Goals provide the meaning and direction toward which Connie's managerial action is focused.

C: You have some goals
that you have set in
that and you try to
get an instructional
staff to meet those
needs.

To Connie, the goals are about "improving everything". (Appendix H, C3
Doc1A, Lines 422-433)

C: There has to be a
master plan of
improving everything
here, you know. You
have to get a big
broad picture, and
you have to always
focus on that
improvement one way
or another.

Connie believes that her longevity in the culture and her solid identification with it enable her to see the "big broad picture" and, therefore, how things can be improved. Connie applies her vision and understanding to school operations and strives to improve them in every way she can.

One of the major ways in which Connie improved operations is by changing student supervision. After consulting with the staff, Connie eliminated general supervision duties, which had been rotated. For example, instead of teachers taking turns doing bus duty and parking lot duty, specific staff members take those duties all year long. They "trade off" time later in the day for these duties. Connie finds this superior to the old rotation method because of the ownership and commitment to the duty, which the continuity creates. This actually improves the quality of the supervision. Connie says the students get to know the supervising staff member(s) and, therefore, get away with a lot less mischief.

There are five tertiary processes associated with improving operations. They are gathering information, evaluating information, determining direction, communicating direction, and enforcing direction. Although they are presented sequentially for clarity, they are interactive, which creates overlap and repetition but effectiveness in their application.

Connie's use of these five processes is clearly demonstrated through a situation which she handled involving seating in the football stadium. The athletic boosters initiated the complaint, because they were unhappy with where they were seated in the stadium. Connie began resolving this concern, thus improving operations, by gathering information.

Gathering Information

Gathering information is the first tertiary process associated with improving operations. It means to collect and bring together knowledge gained through study, communication, and research. Connie refers to this process as "knowing all of the facts".

C: I think the most
important thing is

knowing all of the facts, you know. Before you start working on a situation, you need to go out and find out all the facts. And, then work through it like that.

It might not just be facts from group x and facts from group y; but a, b, and c information may be needed too before you start working on it. I think that is a key point to do all the background information on it.

When a conflict arose between the athletic boosters and the band boosters over stadium seating at the football game, Connie gathered information to determine how this might be resolved fairly.

C: Now, I know, this doesn't sound like it would be a very important thing; but this was a major, major issue and had potential for much ugliness.

In resolving concerns like this, gathering information to improve operations is an important process that is supported by two supporting processes: researching and communicating. These two supporting processes involve investigating and talking with people about an issue, situation, or problem.

Researching. Researching is the first minor process associated with gathering information. This process means to investigate something diligently and systematically. In researching, Connie consults print materials. She stays abreast of district news, including policies and regulations, and local community news.

In preparation for faculty meetings, Connie reviews policies and regulations that pertain to the topics that will be included in the meeting agenda. In reviewing new district policies during one meeting, Connie brought the policies to the meeting, read highlights from them, and modeled their application.

Connie consults the daily newspaper in order to familiarize herself with what is occurring in the community. Every morning she reads general news articles, as well as news about individuals, such as the obituary section. She is particularly interested in news articles about Greenland and people associated with Greenland. Often she reads news about other adjoining communities and schools, particularly as they

pertain to crime and athletics. For fun, she likes to read her horoscope and think about how it applies to her own life.

In researching the stadium seating issue, Connie consulted school policies and regulations. In addition, she talked with people about the issue. This is, of course, the process of communicating with others. It is the other process associated with gathering information.

Communicating. Communicating is the second minor process associated with gathering information. It means to dialogue through the exchange of thoughts, feelings, and ideas. Connie engages in this process extensively as she gathers information.

In communicating, Connie primarily asks factually based questions, as opposed to questions related to feelings and emotions. The questions usually concern change, which is the manner through which operations are improved. The change areas are: the current (operational) state of affairs, expectations and intentions, expenditure of resources, safety and security, and time constraints.

First and foremost, Connie wants to know where Greenland stands now: what is the status quo? The current state of affairs is an important beginning point about which Connie seeks knowledge and agreement. She consults with others to ascertain their thinking about current operations.

Expectations and intentions are an equally important area Connie explores through her questions. They are important because Connie wants to know what people are anticipating and, subsequently, aiming to do. Again, Connie consults with others to determine their plans based upon their suppositions.

In speaking with the school district's coordinator for remediation, Connie explores his rationale for assignments through questions. For the past two years, Connie has directed her guidance coordinator (Ethel) to direct the school-wide remediation effort. This year, with funding and support from the district, the district remediation coordinator wanted Connie to appoint a teacher to take charge of the school-wide remediation program instead of using Ethel.

Connie consulted with him about the current state of affairs, which included the district's position on remediation. She wanted to be sure she understood the district's position on remediating students especially for the literacy exam.

In addition, it was important to Connie to understand why the coordinator wanted a teacher to take charge of the local school program instead of Ethel. Connie wanted to meet all remediation program expectations and intentions. She was still, however, uncertain about changing the current state of affairs at Greenland.

As a part of managing the consultative area involving expectations and intentions, Connie is concerned with boundaries. In talking with the district coordinator (D), Connie double-checks her perception of what she can require of her teachers.

C: And everything is
volunteer, right?

D: Right, everything is volunteer.

C: I cannot make them do this. Everything is volunteer.

In addition to exploring with the district coordinator the current state of affairs and expectations and intentions, Connie sought information about funding. Who was going to fund the remediation program, and would that funding cover all of Greenland's remedial needs? Funding is a critical part of a broader category, expenditure of resources.

Expenditure of resources is the fourth consultative area Connie explores in communicating. It pertains not only to funds but also to material and human resource disbursements. In order to improve operations, it was important for Connie to hear from the district coordinator that funds were available to Greenland to pay substitutes to assist with instruction. In addition, staff development funds could be used with some constraints.

Expenditure of resources was a very important consultative area in the sports budget discussions. In discussing track, money was an important concern particularly as it pertained to outfitting the students with appropriate track clothing. Because large numbers of students participate in the school track program, Connie asked, "How many [warm-ups] are we talking about?" "How much do they cost?"

Safety and security is another consultative area Connie explores in communicating. Connie raised the issue of safety during the track budget discussions, because she was concerned about the safety of the plyometric boxes on which students would train. The coaches were planning to build them to save money; Connie sought assurance that they would be stable and safe enough for student use.

Time constraints are the last consultative area Connie explores in communicating. She is concerned that deadlines be honored. In discussing the remediation program, Connie inquired about testing which would occur the following semester. This testing would measure the remediated students' progress by indicating level of achievement on a state literacy exam. Connie wanted to be sure that students were ready for this test given the short preparation time.

Time constraints are also important in purchasing. Connie likes to maximize Greenland's purchasing power. One of the ways she does this is by encouraging her staff to scout for sales and take advantage of discounts. Sometimes when materials or supplies are enormously expensive, Connie will maximize purchasing power by purchasing small quantities over time in order to stretch the budget. This procedure is often used to fund large athletic expenditures such as uniforms, as well as purchase large quantities of textbooks. Textbook replacement is often managed through a phase-in process that involves purchasing small quantities over periods of time until all books are replaced. Identifying issues related to the current state of affairs, expectations and intentions, resource expenditures, safety and security, as well as time constraints are the consultative areas through which Connie communicates. Connie uses the minor processes of communicating and researching to gather information, which is one of the major processes associated with improving operations.

As mentioned earlier, Connie used the process of communicating in ultimately resolving this issue. In an effort to improve operations, Connie managed the stadium seating issue by first gathering information. She began by communicating with the band boosters, who was the group facing the issue.

C: So, I did work with
the band boosters at
the same time to tell
them that there was
unhappiness.

Connie identified the original band director from the seventies. She contacted him to inquire about seating.

C: I went back to the
original band
director at our
school, back in the
seventies, who moved
to that area. I was
able to locate him
and find out why he
moved. That
[happened] before I
was a principal, so I
really wasn't privy
to that information
until I asked him
point blank.

To increase her knowledge further, Connie consulted with other schools in her district. She wanted to see how they made decisions about seating at their schools.

C: I sought information
from other schools
such as where the
band was located, why
the band was located
there, and so forth.

Connie puts forth a lot of effort in gathering information. She feels that having the information is important to making changes that improve operations. However, information gathering must be followed by the use of another strategy that involves examining the information gathered. Evaluating is the process Connie uses once information has been gathered.

Evaluating Information

Evaluating information is the second tertiary process associated with improving operations. It means to weigh the significance or quality of information.

C: You know, I am just
thinking. If we have
one more [class], you
know, I will have to
do some kind of

arrangement of
sharing or something
like that. We can't
build another art
room under those
circumstances.

Building the master schedule is perhaps the most important task directed by administrators. Identifying ways to improve scheduling is a challenging undertaking and one that Connie takes seriously. In the preceding quote, Connie is discussing the art program for next year with the district art coordinator. She evaluates the use of space aloud with him in discussing with the number of art classes anticipated.

When Connie evaluates information, she considers the effect of decisions on people. This is particularly true in evaluating the master schedule of the school. Connie considers first the effect of the schedule on her staff.

C: Their [teachers']
assignment, even to
the time of day, are
very, very important;
and every teacher is
actually evaluated
one by one
[regarding] the best
teaching situation.

When the situation is
going to be the least
bit detrimental to
them, it is talked
over with them.

Ever open to new and improved ways of doing things, as Connie gathers information, she evaluates it. She responds openly to information offered by others: "That is a good point. We will look into that".

Connie uses three supporting processes in evaluating information: comparing, analyzing, and synthesizing. These three processes interactively support Connie's evaluation efforts.

Comparing. Comparing is the first minor process Connie uses in evaluating information. It means to examine similarities and differences. Connie uses this process often when making personnel assignments. In choosing the staff development committee chairperson, Connie chose a teacher, Deborah, who "works like a Turk", as Connie put it. By comparison with her colleagues, this teacher worked the hardest.

Connie worked with Deborah in determining who to ask to serve on the staff development committee. They discussed appointees to the committee by comparing them against each other. Comparisons were based on each teacher's current assignments, commitments, and professional strengths.

C: We were talking about
maybe a special ed
person on the
committee. Ahm, we
could go with Paula.

She is not that busy,
as Aaron and Emily.
Or, we could go with,
we could reach out
and go with Sarah
Armstrong. She is
such a

In speaking about the female athletic director, Connie remarked that she might be able to help on this committee as she had more [unscheduled] time second semester than first semester.

Comparing expands to an analysis process under certain circumstances and conditions. Analyzing is the next subprocess Connie uses in evaluating information.

Analyzing. Analyzing is the second minor process associated with evaluating information. It means to separate into parts or elements. Connie uses this process along with comparing in working with the master scheduling. Analyzing is used to plan the number of classes, who will teach them, and which students will be in them.

C: And maintain your
1:19 ratio in English
10 and your 1:18
[ratio] in advanced
placement English 12
. . . . Then you work
toward planning to
request that many
teachers and have
that many people,
enough people on
staff to cover that.

Connie uses the process of analyzing as she schedules part-time staff. This is a challenging task as there are many things to consider, including use of the room by other staff, programming, and availability of students. For example, the band director's schedule is influenced by the needs of the other high school with which he is shared, Hillside High. In speaking with the district music coordinator, Connie expresses her dismay in working under district constraints in scheduling a very popular band director, Bob Vector.

C: Alright, here is our
wonderful Bob Vector
who we start the
morning with because
Hillside must have
him in the afternoon.
And, here we don't
have a place for Bob
and Kenneth [both].
We have to hold Bob
out or have to do
something really
strange [with regards
to the schedule] to
get him.

Connie analyzes Bob's schedule with the music coordinator. They work together to see how his schedule could be arranged to accommodate district-imposed constraints. Analysis includes consideration of changes in next year's program. The ninth grade will be added to Greenland High's school program and the sixth grade will be added to Greenland Junior High. There is the possibility of sharing Bob between two high schools although space and schedules limit this option.

Analysis changes to synthesis as Connie uses her thinking skills to create proposals and lobby for or against them. Synthesizing is the last important supporting process Connie uses to evaluate information.

Synthesizing. Synthesizing is the third minor process Connie uses in evaluating information. It means to give form by combining parts. Synthesizing occurs as solutions to problems emerge as proposals. Such was the case during the discussion on remediation with the district remediation coordinator. After a lengthy discussion about meeting the needs of a wide variety of students with different schedules, Connie proposed covering everybody by suggesting one teacher service them on different days at different times.

C: How about for some
days [the teacher]
could be here periods
one through five and
the next time three
through six. So, you
could have a chance
to cover everybody.

A discussion with the athletic boosters about selling T-shirts provides further evidence of synthesis. Connie proposed, "Why don't you kill two birds with one stone" and went on to propose alternating the sale of food with T-shirts.

In addressing the stadium seating issue, Connie used the three processes associated with evaluating: comparing, analyzing, and synthesizing.

C: So, when I was
gathering all of my
data together and [I]
went back to the
athletic boosters,
back in the seventies
when the move took
place from the far
corner of the stadium
to the middle of the
stadium, it had been
initiated by the
athletic boosters
themselves, the same
group that was
complaining. Their
predecessors had
asked them to move
because of their
school spirit being
better than anybody

else's [spirit] . . .

.

What they didn't see,
and didn't realize
literally, that the
band working with the
cheerleaders provides
such a significant
contribution to the
whole spirit of the
crowd.

If it wasn't for
those two groups,
there virtually would
not be any, no matter
how many parents
think that they can
make a lot of noise.
They can't make
anywhere near the
noise that those
cheerleaders and that
band can make.

After gathering information and evaluating it, Connie formulates a course of action. This process is called determining direction.

Determining Direction

Determining direction is the third tertiary process associated with improving operations. It means to establish a line of action, a method of working. Connie enjoys solving problems and working to resolve things. In speaking to the department chairpersons, she encapsulates her philosophy: "We are going to work on it. We will try, alright?"

Connie ultimately decides Greenland High's direction in all local school matters. During the budget request process, the volleyball coach asked to revise her purchase request. Earnest, the athletic director, responded to her during the meeting. His response indicates the power Connie has in the school: "Talk to Mrs. Conrad".

Earnest clarifies the way business is conducted at Greenland.

E: Basically, what goes
on here is she
[Connie] runs the
ship. She basically
says what is going
on, and sees to what
you need.

Connie justifies her control based on knowledge and experience. She feels that she has longevity in the school and sees the total picture best. Therefore, decisions that are made by her, as she puts it, "are in everybody's best interests".

There are two supporting processes associated with determining direction. They are making decisions and committing to action. Two

processes work together to support the decision-making styles that Connie uses to determine direction.

Making decisions. Making decisions is the first minor process associated with determining direction. It means to choose an alternative or course of action. Although Connie's is characterized as "running a tight ship", pure autocracy is not her style. ([Appendix H, C3 Doc1A, Lines 1786-1790](#))

C: I don't think it is
for me to say: Well,
I learned this in
school, and this is
the way it is going
to be. I don't think
that this is the way
at all.

Connie prefers to use a consultative decision-making process supplemented at times with a democratic process. The nature of the decision and the scope of its impact influence Connie in her choice of decision-making process. When decisional effects are limited, sometimes Connie makes them autocratically. An example would be cases involving routine disciplinary action.

Consultative and democratic decision-making involves seeking guidance or direction from a group of people. Connie calls it "group decision-making". ([Appendix H, C3 Doc1A, Lines 1774-1784](#))

C: Well, I think, uhm,
as far as school
operations are
concerned, group
decision-making is by
far and above, the
best. You know that
you get input from
outside. You get a
lot of different
views; and then, a
group of you make a
decision that seems
to meet most of the
needs of the most
people. And, go with
that.

Meeting the needs of most of the people means creating consensus. After gathering information and evaluating it, Connie is quite able in pulling the consensus of the group. By using this decisional strategy, she retains final authority over the decision.

Connie uses the consultative decision-making strategy with most decisions affecting the faculty and community. Depending upon the issue and the number of people affected by the decision, Connie will either talk with individuals one to one or initiate discussion groups.

In matters limited in scope, Connie consults individuals. For example, she talked individually with her assistant principal in a matter concerning sexual harassment: "Do you think we should call him [the

accused harasser] in together or do you think that as a man you should talk to him?"

In matters that significantly affect the whole faculty, Connie likes to create small advisory groups to discuss options and ideas before faculty presentation and discussion. Last year, when the district mandated that high schools host a five-hour parent/teacher conference period at the end of the first grading period, Connie gathered several teachers together to discuss options. Connie likes this method because it is both efficient and effective in analyzing alternatives.

C: You know, if you could spend forty-five minutes with six teachers and come up with five ideas, it might be faster than spending twenty minutes of a faculty meeting.

In the case of the parent/teacher conference period, the alternatives created by the small group were presented to the faculty for consideration. Because of the nature and scope of the impact of the decision, Connie directed the staff to vote on the alternatives. Ballot determined the final decision democratically.

C: It was such a big issue and such a time involvement . . . and everybody wasn't there. When I did a ballot, I put it in every mailbox and [we] ran that by everybody. If they didn't turn their ballot in, that is not my fault.

But, everyone had the opportunity to vote for what we went with, so they couldn't come back and say they didn't have input.

In managing this matter, Connie used a combination of consultative and democratic decision-making strategies. Consultative and democratic processes, however, are time consuming when meetings are involved. Connie is sensitive to staff time and will sometimes use written communication to solicit comments and opinions.

C: Well, I think the best way for it is, you know, to either get the committee or the whole staff, or whatever is needed

together to make a
lot of decisions.
And, say, well, how
do you feel about
this? And, how do you
feel about that?

At the same time,
that takes time
outside of school for
staff The
teaching staff isn't
actually paid past
3:05 p.m. So, I try
to supplement with a
lot of written
communications.

Like, I will send out
a memo that says, in
lieu of a faculty
meeting, I am sharing
this with you. Or,
give me some feed-
back: Tear off the
bottom and say--yes,
no, or maybe.

Although Connie primarily uses a consultative strategy to determine direction, there are circumstances and conditions under which an autocratic strategy is more appropriate. For example, in managing student discipline, Connie will most often manage it autocratically. She actively investigates and then assigns the consequences. Student discipline is an administrative area that generally has limited impact on the nature and scope of staff's work.

Where precedent, policy, or procedure are present, Connie will direct operations autocratically. This is particularly true as the organization follows the direction established by the former principal, Dr. Jenkins.

C: But, now my work
[with] Dr. Jenkins,
over those years, the
kinds of things that
we went through
together the kinds of
ways he handled
things. A lot of the
things we do are
exactly like he did
them, although a lot
of them have been
modified.

Precedence dictates room assignments. Connie maintained the same room assignments for staff established by Dr. Jenkins. She refers to it as "perpetual".

P: Am, well, a lot of things are perpetual, like we have had English in these rooms forever, see. And, if we are contemplating making a change, we tell them.

Connie also uses a primarily autocratic strategy when she believes she knows the accepted and preferred managerial direction sanctioned by the Greenland school community. In arriving at a decision about when and how to distribute report cards, Connie solicited input from the faculty, made the decision autocratically, and announced it one afternoon in a faculty meeting.

C: Alright, now this is the solution that I have reached today. I think that report cards should be available from 8:15 a.m. to 8:20 a.m. in homeroom. Then, everyone should go to first period, and then it is up to them [students] to pick them up between classes [if they missed getting them at 8:15].

When explaining how she decides who to consult and which method to use in decision-making, Connie will initially say she "wings it". Upon closer examination, however, it is evident that her knowledge of the culture and the people who make up the Greenland community form the foundational basis for her decisions as well as tradition.

Upon reflection, Connie reports that she considers the nature of the issue, the number of people it affects, and the intensity of the impact the decisional alternatives might have upon the staff. The stronger and more pervasive a decision is in affecting the teachers, the more people Connie brings into the decisional process.

Sometimes Connie will assume precedent and autocratically make decisions previously grounded in a consultative, even democratic, process. Resistance from the staff is likely to surface. Such was the case as parent/teacher conference time approached. Assuming that the faculty wanted to continue with the schedule established the previous year, Connie prepared a schedule for the current year. Without consulting the staff, she published it in a newsletter as soon as she set a date.

C: Well, I put out a newsletter right after that; I set a date for parent-conference day. You will receive further

information in the
mail later.

Part of the faculty became upset, highlighted the schedule, and posted it on the wall.

C: So, I even found out
that somebody cut it
out of the newsletter
and put it up on the
wall and outlined it
in red where I had
scheduled it.

In her forthright manner, Connie confronted her staff in a faculty meeting. She wanted to know how they wanted it handled.

C: So, I went to the
faculty and explained
why. I have to let
them know

But, I need to know
now, do you want to
do it another way so
I can make a special
note. Not one
comment. Nothing!

"Having input", as Connie phrases it, is an important and valued activity in the Greenland community. In Connie's drive to accomplish, sometimes its importance is underestimated or overshadowed by her concern for time and efficiency. This may have been the case in scheduling the parent/teacher conference time.

Once a decision is made, Connie is eager to move into action. Moving forward is a hallmark characteristic of Connie's administrative style. Regardless of the decision-making method, Connie likes to go forward with it. That process is called committing to action.

Committing to action. Committing to action is the second minor process associated with determining direction. It means obligating to a progression of events. In committing to action, Connie prefers to have a plan: "We need a plan, we need a procedure, we need a modus operandi". That plan must contain priorities and parameters. The creation of the master schedule typifies the process of committing to action.

Priorities are the goals and objectives of the plan. Connie explains this relative to the master schedule.

C: Take something as
minuscule as class
size and you set a
goal, like English,
that you want; and
then you work towards
planning to request
that many teachers.
You must have that
many people, enough

people, on staff to
cover that.

Parameters bound a plan. The plan must take into account the concerns and constraints of the population it serves. In planning the master schedule, Connie considers teacher requests for course assignments as well as for planning periods. Other duties and responsibilities, like supervision, are also considered along with facility restrictions like room size and availability. These parameters bound the master schedule plan.

Once the plan is in place, Connie moves into action. She prefers to move quickly, expecting that the school community will keep pace with her. One afternoon Connie was discussing equipment purchases with the softball coach. The coach mentioned that she thought the equipment was on sale downtown. Once Connie decided to approve it, she encouraged the coach to go directly downtown to check out the availability of the items that were on sale.

Connie seems to receive a great deal of satisfaction in moving towards goals. She enjoys seeing people happy and satisfied with improvements to their programs and procedures.

There are times when long-range planning is necessary. For example, large purchase requests sometimes must be apportioned over multi-year periods. Connie relies on her department chairpersons to keep her apprised of their purchasing needs and requests.

C: But, basically, each department will keep me on target. Like, they will come back and say, we talked about the possibility of ordering sixty-five copies of MacBeth this year because ours are well worn. Could we get that this year?

Then, we will say, okay. We will get sixty-five new copies of MacBeth. The most tattered ones will be discarded.

Actually, the department chairmen will keep me on task for their own needs out of the master budget plan.

Committing to action requires a plan which Connie feels competent in creating because of her knowledge, as she puts it, of the "day to day, year to year, month to month, whatever, awareness of the total program". However, she relies on her staff to provide input to her decision-making processes.

In determining direction, making decisions and committing to action are critical processes that require sensitivity as well as skill. In resolving the stadium seating issue, both skill and sensitivity were required because of the potential for "ugliness", as Connie described it. She gathered information and evaluated it before determining her direction in a primarily autocratic manner.

C: We did relocate the band just a few yards down, maybe five to eight yards down. But, they don't see. What they didn't see, and didn't realize literally, was that the band working with the cheerleaders provides such a significant contribution to the whole spirit of the crowd.

Connie enjoys making decisions and working with people directing school operations. When she believes that information has been sufficiently gathered and evaluated on an issue, and she perceives that she has the support of the people, Connie determines direction. She charts a course of action, which she then publicizes to the school community. That process is called communicating direction.

Communicating Direction

Communicating direction is the fourth tertiary process associated with improving operations. It means to announce or publicize a course of action. Connie believes communicating direction is very important. She does it in a variety of ways to ensure its effectiveness. She communicates her intentions, rationale, and directives orally and in writing to both large and small groups.

C: I think communicating through committees is important. I think communicating through whole faculties is important. And, then when you can, use a written communication.

Emphasizing effective communication, Connie reiterated a district directive to her faculty one afternoon.

C: Now this is coming out of the [principals'] meeting: Principals were asked again to emphasize good

channels of
communication.

Connie believes her background in guidance helps her in her communication efforts.

C: I do think my
guidance background
does not hurt me as
an administrator in
any way shape or form
in the way that I
approach my job.

In communicating direction, Connie uses several supporting processes that work together providing direction. They are speaking clearly and concisely, providing rationale, and conveying conditions and consequences.

Speaking clearly and concisely. Speaking clearly and concisely is the first minor process associated with communicating direction. It means that Connie speaks explicitly and succinctly when conveying expectations. In speaking to her coaches regarding equipment requests, Connie would often conclude a segment of the discussion with a short direction: "Well, you start looking [at prices];" "Well, then do it [purchasing one set of boxes]". In speaking to a colleague about resolving an accreditation issue, Connie said to him in closing the conversation: "Why don't you do it? Anchorage High School is near a phone".

In speaking to the faculty about blood-borne pathogens, Connie was direct and clear in her charge to them.

C: I have been over
blood- borne
infections and
exposed you to blood-
borne pathogens. We
have gloves
everywhere. Protect
yourself! Be careful!
If you don't have
gloves and you have
someone hurt, send
for us. We will bring
help and gloves.

In her efforts to provide clarity, Connie readily entertains questions and comments. Whether it is in a one-to-one conversation or a large faculty meeting, Connie solicits input and checks for understanding. She does this generally with an open question such as the following: "Does anyone have anything else?"

Although Connie speaks clearly and concisely, she does not omit or neglect providing explanation or reasons. This second supporting process is called providing rationale.

Providing rationale. Providing rationale is the second minor process associated with communicating direction. It means that Connie explains the reasons for her direction. In speaking with her athletic

director, Connie directed Earnest to give the district a March 1st deadline on pouring gravel for the track.

C: Because we want to start practicing on March 2nd. If you don't tell them March 1st, they will be out here in May.

In speaking with the faculty about a school fees survey issued to them earlier in the week, Connie explained the reason why "I gave you a quick turn around on that fees form". She said that the state superintendent called for the survey earlier than expected.

In providing rationale, Connie said, "So, if you haven't turned that in today, I definitely need it by eight o'clock in the morning so I can get the whole thing put together and faxed over there". Following this charge, Connie explained to her staff the reason for the state's interest in the fees schools were charging students and what that meant to Greenland.

Providing rationale sometimes occurs through the telling of a story. Connie is quite adept at conveying information and rationale through the genre of a story. Connie will often communicate direction and justify it based on events that occurred sometime in the history of the school. This occurred as Connie resolved the stadium seating issue; it also occurred as she resolved the yearbook picture and homecoming video issues.

In addition to speaking clearly and providing rationale, Connie often conveys conditions and consequences. This is the third supporting process associated with communicating direction.

Conveying conditions and consequences. Conveying conditions and consequences is the third minor process Connie uses to communicate direction. It means attaching parameters to a direction. Connie expects that adherence to directions is guided by the circumstances and outcomes which she attaches to compliance. Therefore, she is open in conveying these conditions and consequences as she communicates direction.

One of the areas in which this occurs is in the area of performance evaluation. Because planning is a significant part of this important process, Connie reviews plan books every grading period. In communicating direction to her staff regarding the submission of plan books for review, Connie conveyed the conditions under which she wanted to receive them. She instructed her staff to give them to her some time within the week, preferably Thursday or Friday.

C: I will remind you that when we have a grading period . . . either four and a half weeks from Monday, I like to look at the plan book. I got two today. So, sometime this week, tomorrow,

the next day, give me
your plan book.

I will try to get it
right back to you,
within two weeks. I
am going to be here
all day tomorrow and
all day Friday. So,
unless someone breaks
something

One afternoon during a faculty meeting, Connie established conditions for a survey. Connie instructed the faculty to complete a survey while she made announcements.

C: Everyone got it?
Anybody need some
more time? [checking
on survey completion]

Alright, keep working
then. Work on that
and just give me one
ear while you do
that.

In communicating direction, Connie will often clarify a directive by conveying what is not meant through the use of conditions. In speaking to the faculty about field trips, Connie explained to the staff that they could now give permission to a parent to take their own child to a field trip location. She clarified this by directly addressing the coaches.

C: And, I am not telling
the coaches: Hey, let
everybody take their
own kids! I am not
saying that. But, if
the parent comes to
you and says, we need
to go by so and so
between here and
Garden City; we need
to go by to pick this
up. If they have a
valid reason, that is
fine.

Basically, they
[students] ride the
bus [with the school
group] unless you
have given [them]
permission to ride
with their parent,
not to drive their
car, not to ride with
her parent or his

parent, but their own
parent.

Under no circum-
stances can they
drive themselves
anywhere; no
circumstances at all.

In providing direction, Connie will sometimes attach consequences for inaction to a directive. This is especially true as she works with student discipline. When one female student had abused her office assistant privileges, Connie threatened to put her back into study hall if she violated the rules again.

In speaking to the faculty about the importance of conservatism in using the copy machine, Connie conveyed a logical consequence. She informed the faculty about a school who lost their privilege to copy.

C: I know of a school
that was several
thousand dollars in
debt in its
administrative
allotment, and it
simply locked the
copy machine and got
out of debt. But, I
don't want to do
that!

Conveying conditions and consequences together with speaking clearly and concisely as well as providing rationale are the processes that support Connie in communicating direction. Connie used these processes in resolving the stadium seating issue between the band boosters and athletic boosters: She worked with each group, as she put it, "independently". Connie said she never needed to bring them together.

Ultimately, Connie decided where each group would sit and communicated that direction to each group. She informed them clearly not only about her decision, but also about the research that went into making the decision.

C: But, I was able to,
by giving them the
facts and walking
them very carefully,
I was able to resolve
the situation.

After decisions are made and direction communicated, Connie expects that people will follow through in an appropriate manner. If they do not, Connie holds people accountable through enforcing direction.

Enforcing Direction

Enforcing direction is the fifth tertiary process associated with improving operations. It means to compel towards a course of action. Despite the manner in which decisions are made, Connie wants everyone "on board". This is part of running a "tight ship".

C: What I am saying, is
once the faculty
makes a decision,
then I want it
enforced; I want it
done. I want every-
body to do it!

Furthermore, Connie holds everyone accountable for implementing decisions as is demonstrated in her instructions to the faculty about the use of headphones. As she begins the directive, Connie highlights the attendance procedure, thereby signaling everyone's responsibility in adhering to this policy.

C: Alright, I am going
to tell you exactly
once again, this is
it. You took
attendance, didn't
you? I am going to
say this to everybody
on the faculty if I
have to sit them down
one on one.

Here is the policy.
You may use a
headphone in the
cafeteria at the time
you are assigned
lunch. End of
statement!

That means that
headphones are not
permissible anywhere
else at any other
time for any reason.
Okay? Now that is the
policy. Is that clear
enough?

T: Is that for teachers
too?

C: Teachers too! You
don't want to be mind
boggled by that
music! At their lunch
time, I do not have a
problem. I do have a
problem with it any
other time.

Three processes support enforcing direction. They are confronting, supporting, and redressing.

Confronting. Confronting is the first minor process associated with enforcing direction. It means to stand up to or come up against

someone or something. According to Connie, people meet expectations. However, if they are not, she views herself as the chief enforcer confronting those who fail to comply. In enforcing school-wide decisions, Connie explains how she would confront offenders. (Appendix H, C3 Doc1A, Lines 1577-1589)

C: I feel like I surely would remind them [offenders]. . . Our faculty voted overwhelmingly that this is what we would try, and we need your cooperation to see if it works. If you don't cooperate, then we are not going to know if this would work or not.

Connie applied her philosophy to a situation that concerned teacher expectations about tardiness to class. (Appendix H, C3 Doc1A, Lines 1591-1633)

C: I know one time we [the staff] talked about the definition of tardy. We had a lot of teachers expecting different things. Like some expected you through the door. Right, some expected you in the chair. Some expected the book open.

We [the staff and administrators] talked about this at great length at a faculty meeting. Then we voted that inside the door would be universal.

Okay, I had one teacher who still said, the kids would be in the seat; and I would not support him. When the child was inside the door, but not in the seat, and he made him tardy, I did not back him. I said, "No!" The faculty voted. I will not support you in this, and I will

tell the parent I
will not support you
in this. You have to
give us a chance to
see if this works and
if all children will
improve their
tardiness.

And, I said, we may
go back some day and
vote; and in the seat
is the solution. But,
right now, this is
the way I go; and I
will not support you.

So, that's, you know,
basically the way I
would handle it on an
individual basis.
And, let them know,
you know. The
faculty voted, and
this is the way it
is; and I cannot
support what you
think.

Connie encourages her faculty to join her in confronting offenders.
After explaining the headphone policy, she encouraged them to confront
student offenders.

C: Ah, I think the best
thing to do is [that]
the first time that
it happens in your
class or in your
study hall is to say,
"This is the first
time I have seen you
with this, the next
time you will take it
down and see an
administrator and
give it to them". And
let us be the bad
guy. You know, then
we can keep it.

As Connie states at the end of this passage, she would assume the role
of the bad guy, thus supporting them. Supporting is the next important
process in directing.

Supporting. Supporting is the second minor process associated
with enforcing direction. It means sustaining or standing by someone.
Supporting is equivalent to loyalty in the Greenland community. Connie
will demonstrate loyalty to her staff and support them to the utmost
degree if they are complying with the cultural expectations and
operational directions set forth by her.

C: You do right, and I
will go to the
Supreme Court with
you! But, you screw
up, [then] you are on
your own.

The Supreme Court represents justice, which is a primary focus Connie has in administering. The Supreme Court is the highest law of the land in America. By referring to it here, Connie symbolically testifies to the extent she will support and be loyal to those who "do right" by her at Greenland. Those who choose to walk outside the culture are on their own, abandoned to make their own way.

Connie speaks to support as she continues with her instructions to the faculty regarding the use of headphones by students. Connie explains to her faculty that she will handle the headphones as she does hats; but they need to support her in turn by not allowing students out of class to reclaim their hats or headphones before three o'clock.

C: Now, what I have
generally done when I
take a hat . . .
saying [to them] this
is the first time I
have had this hat,
isn't it? It will be
in the vault at three
o'clock

So, don't let them
out to get a hat
[before three
o'clock]. That is a
stupid excuse to get
out of class.

Redressing. Redressing is the third minor process associated with enforcing direction. It means compensating for wrong or injury. In keeping with her orientation to justice, if Connie discovers that, by chance, she is wrong in moving forward, she attempts to remedy the situation.

Such was the case when Greenland overused the ball field one week, thus violating an agreement with the city recreation department. In redressing the situation, Connie began by informing the athletic booster parents about the mistake.

C: And I want you to
know that a long,
long time ago, I
think before I became
an assistant
principal, which was
back in the sixties.
I have been an
administrator here
since 1971. An
agreement was made

between Greenland High and the city recreation department that we [Greenland] would play on the field [only] three times a week--period, whether it rained or whatever.

And, what happened last week was that we were on Wednesday night with the junior high, Thursday night with the JV, and Friday with the varsity. So, we really should not play, according to the way it is, we should not have played either Monday or Tuesday, but we did.

As can be seen in her explanation to the boosters, Connie recounted the history of the agreement. She, also, explained the reason for the error.

When Connie makes agreements, she gives her word, and it is sacred. She expects that people will keep their agreements. The agreement with the recreation department was violated. Connie continued redressing the situation by attempting to equalize the use of the field through giving it up a week.

C: I offered it to them this entire week. I said you can have it three nights, and you pick them out. Of course, that was too late for what they needed, because . . .

Connie sees herself and uses her strength to enforce the decisions of the Greenland community through confronting, supporting, and redressing. People respect her for this and trust her with their professional welfare. Perhaps this is the reason people work with her in resolving and redressing issues.

In resolving the stadium seating issue, Connie worked with the band president in managing the feelings of the band boosters who felt put out by the new seating arrangement. Together they attempted to redress the situation.

C: So, the band president worked very hard with me to smooth it over and to indicate the school spirit. And, she even gave out flags to wave at the game, which they had been selling a couple of years ago.

They didn't sell them all. She gave them out at the games, collected them back up, and gave them out at the next game. So, you [band boosters] could wave a Greenland banner.

Enforcing direction, together with gathering information, evaluating it, determining direction, and communicating it, are the five tertiary processes that Connie uses to improve operations. Connie's management of the school restrooms, which were being misused and abused by the students, demonstrates the interdependent nature of these processes.

Concerns about student restroom use mounted over the course of about two months. In an attempt to improve operations, Connie worked with the faculty and her assistant principals in addressing the continual barrage of problems that confronted them. Students were smoking in the restrooms, as well as vandalizing them. Connie gathered information throughout this period researching and communicating with her staff and district personnel.

After evaluating the situation, Connie determined a course of action in consultation with her assistant principals: The bathrooms on B hallway would be closed. Connie communicated this to her faculty and the students in an effort to make a point with students about the importance of restroom facilities. Simultaneously, Connie sought to accommodate an IDP concern regarding their students' use of the restrooms.

After communicating direction, Connie encouraged her faculty to support and enforce this direction. She advised them to limit student privileges to leave class to use the restroom and to confront suspicious students who left the room and returned.

During the time the restrooms on B hallway were closed, concerns continued to mount. One morning, urinals in one of the open bathrooms were physically removed from the wall. The faculty was concerned that students were using inaccessibility to restrooms as an excuse to be tardy to class or leave class once they arrived. This, in turn, created hallway supervision concerns. Students were traveling all the way to the gym locker rooms as an excuse to use the restrooms. In addition to staff concerns, parents began calling about the restrooms and students' inability to use them during the day.

Demonstrating the cyclic and interconnected nature of the processes associated with improving conditions, Connie began again gathering additional information about bathrooms and evaluating the situation. She discussed the situation in faculty meetings with her staff. She began to formulate a new direction. After discussing her proposal with one of her assistant principals, and against his wishes, Connie decided to open the B hallway bathrooms.

Connie communicated this decision in a faculty meeting one afternoon, speaking clearly to it and providing rationale for it. She enlisted additional support from the faculty in dealing with restroom abuse, suggesting ways they might supervise more closely and more often. She encouraged them to be proactive in supporting appropriate behavior and confronting those students who exhibited inappropriate behavior. Together, she believed, they could solve this problem.

Connie's focus on improving operations demonstrates a strong belief in its importance in complementing its counterpart process, promoting performance. The two secondary processes work together in building a strong school program. Connie's focus on building up the school and its programs is exemplified in her question related to planning: "What kind of things do we want to do for next year, a year from now, or two years from now?" It has been through a strong focus on building the program that Connie has garnered the support of her staff, students, and community. As one staff member commented, "Connie is good to her people".

The process, building the program, is complemented by another process, cultivating the culture. These are the two primary processes that define the constructive principal. As Connie undertakes her administrative responsibilities, she engages people through promoting the growth and development of shared ideas and ideals. Using her powerful personality, she creates community while maintaining structure and stability. With an orientation to service, Connie establishes direction and control to advance productivity and improve operations. Connie is the constructive principal.

Casting Vision into Form

The constructive principal is one who builds up things, giving form to ideas as well as strength and direction to people and programs. Through cultivating culture and building the program, Connie reaches out to her school community inspiring them to accomplish and advance themselves. Through an intricate interaction of personal and managerial processes, Connie creates a supportive and stable community that is focused on improving everyone's performance and productivity.

Blessed with a strong will and determination, Connie exhibits what might be considered a classic administrative style, which is commonly associated with traditional managerial activities. Strongly grounded in directing and controlling, her style is marked by a keen orientation to justice and a competitive spirit. It is not surprising that Connie is a sports enthusiast. Connie loves watching football, basketball, and other traditional masculine sports. She also enjoys competing and participates in games of golf and bridge regularly.

Although her administrative behaviors are grounded in control, Connie is also a very caring and nurturing person; she is very protective of her school family. This aspect of her personality balances her masculine qualities, thus projecting a rather strong matriarchal persona. Valuing

friendship and teamwork, Connie says that in addition to her work relationships, she also values her family, church, and women's group associations.

Identified with her work and the people she serves, Connie reports that she has remained at Greenland High School for her entire working life because of the strong work ethic, dedication, and pride she is a part of at Greenland. (Appendix H, C3 Doc1A, Lines 2222-2224)

C: I do love my job
tremendously, all
parts of it, the
good and the bad.

Connie truly embodies a delicate blend of the masculine and feminine values of the Greenland culture. With service as the centerpiece of her life, she blends and balances control with care. Possessed of a natural sensitivity to children, Connie devotes her work efforts to providing the best education possible for children. She says that the most rewarding part of her job is "seeing children prosper"; that is, making good grades, being admitted to good colleges, getting good jobs, and becoming successful people.

Connie works hard to understand the needs of the people she serves while carrying out the mission of the school system. Aware that people trust and respect her, she does not want to let them down. Making a contribution is important because Connie wants to be remembered for making a positive impact.

Perhaps no other description encapsulates Connie's personal and professional philosophy more accurately than her horoscope that she found in the local newspaper one morning:

Set an example for others to follow
Love what you do
Do what you love
And let the world go its own way

Greenland, its people and programs, are very important to Connie. She is aware that people trust and respect her, and she does not want to let them down. As she casts vision into form, Connie uses her constructive style to provide for the welfare of the school.