

APPENDIX D. META-MATRIX OF CONSTRUCTS

Table D.1 Primary and Secondary Processes

PRINCIPAL	Professional	Guardian	Constructive	Cross Case
				Humanistic
	Patricia Parks	Gayle Grant	Connie Conrad	Helen Hart
	Hillside HS	Ethan Allen HS	Greenland HS	Harmony Heights High School
Administrative Strategy	promoting the program	steadfast shepherding	preeminent proffering	affiliative administering
Primary process	piloting people	guiding the clientele	cultivating culture	creating community
Secondary process	presenting the persona	rendering presence	emanating eminence	presenting presence
	creating connections	building community	preserving community	facilitating relationships
	encouraging excellence	building consensus	providing structure and stability	
Primary process	promoting the program	guarding the program	building the program	improving the program
Secondary process	valuing vision	venerating vision	envisioning dreams	envisioning the dream
	advancing goals	maintaining operations	advancing productivity	supporting operations
	subscribing to service	safeguarding resources	improving operations	
		troubleshooting		

Table D.2 Tertiary Processes 1

	A	B	C	D
1				
2	PRINCIPAL	Professional	Guardian	Constructive
3		Patricia Parks	Gayle Grant	Connie Conrad
4		Hillside HS	Ethan Allen HS	Greenland HS
5				
6	PEOPLE	PILOTING PEOPLE	GUIDING THE CLIENTELE	CULTIVATING CULTURE
7				
8	Outline IA	presenting the persona	rendering presence	emanating eminence
9	a1 Tertiary process	creating professional image		self-asserting
10	a2	projecting the professional image		commanding
11	a3	maintaining the professional image		persuading
12	a4			
13				
14	Outline IB	casting connections	building community	preserving community
15	b1 Tertiary process	extending	orienting to service	energetic engaging
16	b2	associating	empowering people	generous succoring
17	b3		fostering care and affiliation	resourceful coalescing
18	b4		assembling	proud acclaiming
19				
20	Outline IC	encouraging excellence	building consensus	providing structure and stability
21	c1 Tertiary process	modeling	managing information	upholding
22	c2	mentoring	managing feelings	regulating
23	c3	empowering	facilitating decisions	disciplining
24	c4			mediating
25				
26				
27				
28				

Table D.3 Tertiary Processes 2

	A	B	C	D
1				
2	PRINCIPAL	Professional	Guardian	Constructive
3		Patricia Parks	Gayle Grant	Connie Conrad
4		Hillside HS	Ethan Allen HS	Greenland HS
5				
6	PROGRAMS	PROMOTING THE PROGRAM	GUARDING THE PROGRAM	BUILDING THE PROGRAM
7				
8	Outline IIA	valuing vision	venerating vision	envisioning the dream
9	a1 Tertiary process			
10	a2			
11	a3			
12				
13	Outline IIB	advancing goals	maintaining operations	advancing productivity
14	b1 Tertiary process	planning	delegating authority and responsibility	promoting performance
15	b2	organizing	upholding policy and procedures	plentiful provisioning
16	b3	actuating		
17	b4	controlling		
18	b5			
19				
20	Outline IIIC	subscribing to service	safeguarding resources	improving operations
21	c1 Tertiary process	endorsing citizenship	securing property	gathering information
22	c2	endorsing volunteerism	securing possessions	evaluating information
23	c3			determining direction
24	c4			communicating direction
25	c5			enforcing direction
26				
27	Outline IIID		troubleshooting	
28	d1 Tertiary process		monitoring and assessing	
29	d2		probing for content and meaning	
30	d3		taking action	
31				
32				
33				
34				
35				

Table D.4 Symbol, Motto, and Value Constructs

	A	B	C	D	E
1			Case 1	Case 2	Case 3
2	PRINCIPAL	Definitions	Professional	Guardian	Constructive
3	Case Name		Patricia Parks	Gayle Grant	Connie Conrad
4	High School		Hillside HS	Ethan Allen HS	Greenland HS
5					
6	Principal Type	one word descriptor of style and definition	A professional principal is a person who identifies with the social norms and performance expectations of public school administration; (character, spirit, methods, principles, and practices of educational administration)	A guardian principal is a person who identifies with the care, trust, and responsibility incumbent upon the profession of educational administration	A constructive principal is a person who identifies with the need to strengthen and direct people
7	Admin Symbol	Symbol representing strategy, value, focus	Apple	Table	Blueprints
8	Admin Symbol Example	symbol's presence in school	Shiny Apple Collection	Table in conference room and small coffee table in office surrounded by upholstered furniture	Blueprints - there is a plan - detailed plans rendering direction and control (new wing/sports complex)
9	Symbol Characteristics	color, shape, texture	Red (apple) (round) Polish	Mahogany (table) (circle, mandala) Sturdy, equalizing, parity, gather together, share	Blue (blueprints) (web, maze) "the way", roadmap, security, stability, improvements
10	Admin Symbol Metaphor	phrase inviting comparison	(polished to perfection) (polished presentation)	(bring it to the table) (let's gather together)	(roadmap to a better future)
11	Administrative Motto	motto representing strategy, value, focus	Be the Best You Can Be	You Can Depend on Me	I Will Take Care of You
12	Administrative Motto Meaning	motto's meaning	Motto means do what you do with excellence	Motto means trust me for I am loyal	Motto means I am strong and will support you
13					
14					
15					
16	Primary Admin Value	ideal which is highly regarded, describes admin strategy	Integrity - uncompromising adherence to moral and ethical principles; soundness of moral character (e.g., honesty) "principled"	Vigilance - keenly watchful to detect danger or trouble; "steadfast"	Generosity - liberal in giving or sharing; unselfish
17	Secondary Admin Value	secondary values; influences behavior; describes motto	Achievement - something accomplished through great effort and skill	Trust - the obligation or responsibility imposed on a person in whom confidence or authority is placed: a position of trust	Authority - the right to command, control, or determine a course of action; "preeminent"
18	Tertiary Admin Value	tertiary values; influences behavior	Diligence - constant and earnest effort to accomplish	Courage - spirit enabling one to face difficulty	Compassion - sympathetic feelings
19	Quaternary Admin Value	quaternary values; influences behavior	Optimism - seeing things in a favorable way; believing good will triumph over evil and virtue will be rewarded	Respect - to hold in high esteem; honor	Fortitude - mental and emotional strength in facing adversity, danger, or temptation
20					

Table D.5 Service and Maternal Constructs

		Case 1	Case 2	Case 3
PRINCIPAL		Professional	Guardian	Constructive
Case Name		Patricia Parks	Gayle Grant	Connie Conrad
High School	Definitions	Hillside HS	Ethan Allen HS	Greenland HS
Service Orientation	service focus: predominant premise upon which service is built	Making a Contribution - wants to bring about positive change in the school organization	Working for the Greater Good - wants to create common commitment to the welfare of the school organization	Leaving a Legacy - wants to have long-lasting, beneficial influence on the school organization
Service View	way in which profession is viewed	helping profession	serve the clientele	serving the natural order of things; in service all day long
Service Qualities	stewardship qualities	Qualities: listening, persuasive, communicate, recognize value of changing self, encouraging others to grow, build community around our greatness; achievement and ambition	Listening, commitment to growth of people, foresight, building community, heals others, persuasive; vigilant and dutiful	Qualities: listening, sharp awareness, persuasive, foresight, build community, commitment to helping others grow; perseverance, strength
Service Data Events	stewardship data events	Story: Help teacher do well	Story: Informing the Math department that we are the service agent	Story: Mother Nature and saving the trees; legacy is building a new sports complex
Maternal characteristics	characteristics associated with motherhood, family	Wife, mother (1) makes sacrifices for job	Wife, mother (2) makes sacrifices for job	Wife, mother (2) makes sacrifices for job
Maternal Motif Quotes	Data placing principal in maternal relationship with students	I know your mother; reminds students of their responsibilities as young adults; uses maternal role in relating to people	Mother in your place; be your mother at the prom	I know your mother; natural sensitivity toward children; always wants to be around kids, balls, communication, competition and friendship
Maternal Motif Examples	Data Events relating to qualities associated with maternalism	Story: Meets with newly licensed drivers	Story: Suspension (mother in your place) heals others - wants to make them whole	Story: Worry about girls out late at night (comment by daughter) (natural ability with children - scorekeeper, cheerleading coach); compassion for the needy children; serves on the state's athletic hardship committee

Table D.6 Principal Constructs

	A	B	C	D	E	F
1				Case 1	Case 2	Case 3
2	Case Report Categories	Definitions	Codes	Professional	Guardian	Constructive
3						
4	Administrative Context		Admin Chars, Admin Setting			
5	Administrative Characteristics	distinguishing qualities and experiences about the principal	Admin Background, Admin Traits			
6	Administrative Setting	visible aspects of the environment	School Char, District Char, District Support			
7	Administrative Characteristics	traits, background, training, experience	Admin Background, Admin Traits			
8	Administrative Background	experience		Narrative	Narrative	Narrative
9	Educational Experience			Teacher, AP and Athletic Director, Principal Jr High	Teacher, Counselor, AP, Jr. High Principal	Teacher, Counselor, Counselor Coordinator, AP
10	Prior Exp as HS Principal			No	No	No
11	Prior Exp as JRHS Principal			Yes	Yes	No
12	First Female P of School			Yes	Yes	Yes
13	First Female P in District			Yes (Dual first)	Yes (Dual first)	Yes (Dual first)
14	Principal service			Year 2 as HS principal	Year 5 as HS principal	Year 5 as HS principal
15	Practicing/Retired			Practicing 9 yrs as of FY00	Retired 1998 (9 yrs)	Retired 1995 (7 yrs)
16	Administrative Traits	visible aspects of character, as they impress or otherwise affect others		social interaction, vivacious, self-confident, hardworking, eager, responsible, optimism, dual agenda, integrity, service, altruism add arbitrate with sense of fair play, charming, reliable, responsible	hardworking, reliable, responsible, trustworthy, loyal, open, approachable, friendly, engaging, playful, practical, persistent, investigative, analytic, listens, low profile, scans environment, easygoing, placating, charm, competent, confident; hyperalert defensive specialists	hardworking, self-reliant, energetic, expansive, take charge, don't mess with me, serious, self-confident, justice and fair play, wisdom, wit, and charm, tough, tender, competitive, friendship, social interaction,
17						
18	Administrative Setting	visible aspects of the environment	Sch Chars, District Chars, District Support			
19	School characteristics	visible aspects of the school		Narrative	Narrative	Narrative
20	District characteristics	visible aspects of the district		Case Report	Case Report	Case Report
21	District support	willingness to stand behind		Case Report	Case Report	Case Report
22						
23						

Table D.7 School and District Constructs

	A	B	C	D	E	F
1				Case 1	Case 2	Case 3
2	Case Report Categories	Definitions	Codes	Professional	Guardian	Constructive
3	School characteristics	statistical information about the school		Hillside HS (Grades 10, 11, 12) Student count 1300 Staff Count 100 Age about 25 yrs upper middle income	Ethan Allen HS (Grades 9, 10, 11, 12) Student count 1600 and Staff Count 200 Age 32 years old at time of study Built 1961 upper, middle, poor; gated school with fence & security	Greenland HS (Grades 10, 11, 12) Student count 900 -1000 Staff count 80 Age Built 1960 (to 1993 33 years old) middle income Wing added 93-94; Field House FY95/96 Low mobility, dropout rate 5% Attend 93.5
4	District characteristics	statistical information about the district		1 of 4 high schools in districts; 2 female principals in district; district size 13,300 pupils; 80,000 population	1 of 2 high schools, both high schools have female principals, inner city district; district size 13,200 pupils; district directives (restoring calm, site-based governance, restructuring); district population 96,000	1 of 4 HS in districts, 2 females principals in district; District size 13,300 pupils; 80,000 population
5	District Support					
6	District Appt Approval			Yes	Yes	Yes
7	District Acceptance			Yes	Yes	Yes
8	District Appt Approval	did district approve of appointment		Yes	Yes	Yes
9	Supt Staff Appt Approval	did supt approve of appointment		Yes - Sanctioned	Yes - Appointed	Yes - Sanctioned
10	Community Appt Approval	did community approve of appt		Yes - P of Jr H feeder sch	Yes - P of Jr H feeder sch	Yes - Longevity at school/community
11	Staff Appt Approval	did staff approve of appt		No evidence to contrary	No evidence to contrary	No evidence to contrary
12	Student Appt Approval	did staff approve of appt		No evidence to contrary	No evidence to contrary	No evidence to contrary
13	District Acceptance	how did whole district view principal		Effective	Effective	Effective
14		was there evidence of unrest		no evidence of unrest	no evidence of unrest	no evidence of unrest
15	District Staff Acceptance	how did supt and central office view		Effective	Effective	Effective
16	Relational Transactions	outcomes of relational contacts		Satisfactory	Satisfactory	Satisfactory
17	Decisional Transactions	outcomes of decisional transactions		Satisfactory	Satisfactory	Satisfactory
18	School Staff Acceptance	how did staff view principal		Effective	Effective	Effective
19	Relational Transactions	outcomes of relational contacts		Satisfactory	Satisfactory	Satisfactory
20	Decisional Transactions	outcomes of decisions		Satisfactory	Satisfactory	Satisfactory
21	Community Acceptance	how did community view principal		Effective	Effective	Admirable
22	Relational Transactions	outcomes of relational contacts		Satisfactory	Satisfactory	Satisfactory
23	Decisional Transactions	outcomes of decisions		Satisfactory	Satisfactory	Satisfactory
24	Student Acceptance	how did students view principal		Effective	Effective	Admirable
25	Relational Transactions	outcomes of relational contacts		Satisfactory	Satisfactory	Satisfactory
26	Decisional Transactions	outcomes of decisions		Satisfactory	Satisfactory	Satisfactory

Table D.8 Administrative Constructs

	A	B	C	D	E
1			Case 1	Case 2	Case 3
2	PRINCIPAL		Professional	Guardian	Constructive
3	Case Name		Patricia Parks	Gayle Grant	Connie Conrad
4	High School	Definitions	Hillside HS	Ethan Allen HS	Greenland HS
5	Administrative Vision	ideal school; optimal perception of a future state of school affairs	successful school; high profile achievement	safe school; stable and harmonious	well-equipped school; provisioned and productive
6	Administrative Mission		educational services for students	educational services for students	educational services for students
7	Administrative Strategy	behavioral theme to accomplish school mission	principled marketing - piloting and promoting people and programs in a manner marked by integrity	steadfast shepherding - guiding and guarding people and programs in a vigilant manner	preeminent proffering - cultivating and building up people and programs in an eminent manner
8			principled marketing - advocating goals, activities, and accomplishments in a manner characterized by integrity and congeniality	steadfast shepherding: overseeing operations with unwavering purposefulness; uniting people to pursue goals and objectives in a vigilant manner	preeminent proffering - conferring privilege or property in a manner characterized by importance
9	Administrative Strategy Application	data events demonstrating strategy	(1) faculty meeting (2) proposing courses (3) math dept chairperson	(1) Restructuring discussions	(1) building new wing (2) rearranging the parking lot (3) Improving conditions in school (4) moving trees
10	Administrative Focus	central point upon which principal's attention is directed	staff	staff	staff
11	Administrative Beneficiary	recipient of admin effort	students	students	students
12	Goodwill	result of fulfilling prof and personal needs of people Admin Id + Admin Motive + Admin Motive Outcome	Yes	Yes	Yes
13	Administrative Identification	principal's ability to understand basic needs of people	recognizes others' need to feel good about themselves	recognizes others' need for security	recognizes others' need for assistance
14	Administrative Motivation	principal's desire to enhance the well-being of people by appealing to their basic needs (admin identification) staff's well-being	desire to help people attain their personal best	desire to help people develop self-reliance	desire to help people develop self-sufficiency
15	Administrative Motivation Outcome	outcome of principal's action on people	people gain dignity and regard for themselves [self-esteem]	people gain faith in their own judgment	people supply their own needs
16	Administrative Fit	explains how principal is suited to this school (school culture and principal behavior); mutual adaptation	POSITIVE: High achieving, performance oriented school, centralized; principal adapts to needs of school organization	POSITIVE: Gated, security, decentralized, campus; principal adapts to needs of school organization; mutual adaptation	POSITIVE: Stability, longevity, traditions, centralization, way of good life; principal and school org adapts to each other
17	Administrative Fit Characteristic	trait which supports the admin fit with the organization	Ambitious - seek after earnestly, intense desire	Loyal - faithfulness, reliable, constant,	Assertive - confidently aggressive or self-assured