

APPENDIX E. CROSS-CASE PRINCIPAL DESCRIPTION

The Humanistic Principal

The humanistic principal is a hypothetical description of a principal created from the cross-case analysis of the case narratives and case reports of the professional, guardian, and constructive principals.

The term, humanistic, means concerned with human welfare, values, and dignity. It derives from the word human, which simply means people. Broadening the definition and applying it to school administration, the term, humanistic, implies an emphasis on managing people.

The humanistic principal is committed to the welfare of the people in the school community. She is concerned that people find meaning, dignity, and community as they participate in the organization through their roles as students, staff, or community members.

The humanistic principal understands the importance of relationship. She actively seeks to develop and nurture relationships within the school community. The humanistic principal works closely with her white male superintendent, who sponsored and supported her assignment as principal.

The humanistic principal understands the importance of a strong school program, which she energetically promotes. She actively seeks to provide for the learning needs of the school community through provisions for equipment, materials, and training.

The humanistic principal's goal is to connect the people with the programs in order to serve the needs of children. That requires a strong internal focus on school operations augmented by an external focus for support from outside constituents.

Principal: Dr. Helen Hart

Dr. Helen Hart, principal of Harmony Heights High School, personifies the humanistic style. Self-confident and optimistic, Helen exudes an aura of dependability. Possessed of a strong work ethic, she is both reliable and responsible. Because she is also open and honest, people have faith in her and look to her for direction.

Helen's engaging personality allows her to connect easily with others. While extremely articulate, she is also a good listener who easily identifies with people and their experiences. Quite knowledgeable about school and district affairs, Helen easily connects with others who find her both informative and engaging.

Helen believes that her ability to relate to people comes from a deep awareness about herself. She enjoys solitude whether it is associated with gardening, cooking, or reading, and uses it as a time for reflection and personal sustenance.

Because of her ability to understand many points of view, Helen is an excellent arbitrator. People respect her judgment because of her knowledge of school policy and the law. As she resolves issues and concerns, she brings a capacity to balance care with understanding and fairness.

Although she has many things in which to invest her pride, Helen is humble in spirit. Her ability to see the big picture of life permits her to understand the interconnectedness of people and events. This understanding facilitates an active engagement with life filled with zest and enthusiasm. It also results in opportunities for service, which Helen values personally and professionally.

Viewing life through a lens of service is a powerful motivator that sustains Helen in her role during the hard times. It is then that she particularly values her family and home from which she receives sustenance and support. Helen can easily immerse herself in domestic activity which she views as an opportunity for expressing her creativity. Although her children are self-sufficient, they still depend upon her for advice and support.

Perhaps it is the strong connection with her own children that motivates the maternal connection she feels for the students in her school. She knows the families of many students and will often tease students about her connections with their mothers.

Helen's job as a principal is extremely demanding and complex because she believes in participation. In order to serve effectively, she believes she must be active in the lives of other people in order to appropriately meet the obligations and responsibilities of her position as principal. In addition, she believes it is necessary to engage others to join her, working cooperatively for the collective school community. She accomplishes this through a set of behavioral processes which coalesce into a strategy effectively matched to the needs of her school.

Administrative Behavioral Processes

Behavioral processes are systematic and purposeful actions motivated by needs, want, and desires. They are observable by definition and administrative in context. Presented in a subordinated, hierarchical format, these processes represent a set of discrete behaviors associated with the humanistic administrative style.

Creating Community

Creating community means bringing people together in relationship around common goals. It is the first primary process associated with the humanistic administrative style. Helen is committed to strengthening the school community through fostering care and connection.

There are two secondary processes associated with creating community. They are **projecting presence** and **facilitating relationships**. Projecting presence means to put forth one's personality into the school setting. Facilitating relationships means simply connecting people.

Through [projecting presence](#), Helen stands out as a model exhibiting those characteristics and behaviors that she wants her staff to emulate.

Helen demonstrates the ability to match her presentation to the needs of a person as well as the situation. This is done while maintaining allegiance to her own moral compass and the school mission. The result is [charisma](#), which is a magnetic quality that facilitates positive relationships with others.

Through [facilitating relationships](#), Helen establishes relationships which join people together, often through projects for the school. With a keen sense for the individual and collective needs of people, Helen honors people's objections and transcends their resistance. She does not give up easily, however, can be very creative in promoting the idea of working together, particularly as she focuses on the benefit for children.

Improving the program

[Improving the program](#) is the second primary process associated with the humanistic administrative style. It means to develop all instructional and extra-curricular school programs. There are two secondary processes associated with supporting the program. They are [engaging vision](#) and [supporting operations](#).

[Engaging vision](#) means creating expectancy and excitement about a future or, perhaps idealistic, state of affairs. Helen uses this as a beacon toward which she focuses the attention of the school reminding people of their duty and responsibility to the school mission.

[Supporting operations](#) means strengthening procedures and processes that support the educational mission. It involves setting goals, making decisions, and upholding the structure of the organization to protect the processes and procedures.

Administrative Strategy: Affiliative Administering

Helen is a very ethical ([administrative value](#)) principal who works to uphold the principles and practices associated with educational administration in a caring and equitable manner. This manifests through a service-orientation ([service view](#)) in her professional role as a principal, as well as in her personal life.

Helen believes everyone can achieve excellence when there is a commitment to collective values. She demonstrates her commitment through an attitude of service where competition and collaboration are valued equally for their contributions to achievement. Through her position, she provides for the welfare ([vision](#)) of her school organization. She is concerned with the welfare of both human and material resources; she wants to be sure that they support achievement of the school [mission](#).

Helen uses an administrative style, which is focused on bringing people into relationship in order to preside over them. It is called [affiliative administering](#). Within the administrative context, composed of administrative characteristics and the administrative setting, Helen uses this strategy to focus effort on educational goals and objectives.

Affiliative administering is a strategy that pervades Helen's interactions with staff, students, and the community. She is both authentic and responsive as she immerses herself in her principal role. Through the use of this strategy, Helen focuses interest primarily upon the relational aspects of administration, valuing its ability to connect people with the school programs. Like Mary Parker Follett, considered by some today as a "prophet of modern management", Helen's focus is also on the community process, and, more particularly, on unifying differences. She believes that relationships in organizations, based on mutual understanding and respect, are essential to effective management.

At the same time, Helen understands that she works within a bureaucratic organization, as espoused by Max Weber. This organization values hierarchy, written rules of conduct, promotion based on achievement, specialized division of labor, and efficiency. She respects the need for this structure and honors its goals and objectives.

She realizes that school administration has traditionally been an occupation held by men, which means that there are many "traditional" or masculine values governing processes and practices. Logic and reasoning are highly valued as is fairness and equity in decision-making. Sound judgment has significantly contributed to Helen's acceptance in her community where she is respected for her knowledge and ability.

Helen believes she brings a balanced representation of both the traditional masculine and feminine values to her position as principal. While she supports formal organizational roles and structures, she uses both "her head and her heart" to carry out her administrative duties and responsibilities.

The processes associated with creating community (**presenting presence, facilitating relationships**) and **improving the program (engaging vision, supporting operations)** are facilitated through balancing an ethic of care with an ethic of justice.

In her office, Helen has the school board's policies and regulations available for easy reference. In applying these policies, it is necessary for her to use both logic and care. She knows that rules and regulations are necessary to provide the structure and discipline necessary to maintain operations and provide a sense of justice within the school community. She also believes care is required too. She has a sign in her office, which illustrates her professional credo, "I Care About You". See Figure E.1 CARE.



Figure E.1 CARE

The symbol associated with Helen's administrative style is a picture, which hangs on her office wall. It is a mandorla, an ancient symbol created by two overlapping circles. The name comes from the almond shape in the center of the overlap, the space where two spheres meet.

The mandorla represents healing the split between the traditional masculine values and behaviors with those of the feminine, which represents the psychological process of integration (Johnson, 1991). See Figure E.2 Mandorla of Care and Justice.

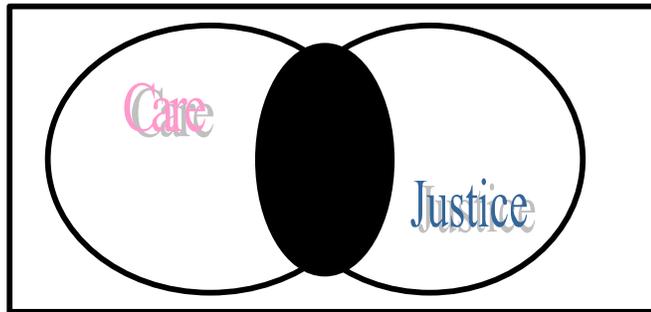


Figure E.2 Mandorla of Care and Justice

These processes explain how Helen creates and uses an administrative style to engage members of her school community in relationships characterized by respect and rapport while focused on achievement. She challenges people to grow, to rise to another level to achieve the overlap represented in the symbol of the mandorla. She invites people to rise above conflict into a place of connection and cooperation from which new ways of thinking and doing can emerge.