CHAPTER 1

THE PROBLEM

This is a study of the socialization of a woman in the public school superintendency at the end of the 20th century. It is a description of the forces that come to bear on her behavior as the chief executive of a school system.

In this chapter the study is set within the context of occupational sociology and the socialization of individuals, particularly women, within occupations. Some sets of initial research questions are identified to guide the research; a theory of the socialization of women in the public school superintendency is set forth; and a set of beginning propositions is presented to help focus the researcher's work.

Context

Occupational Sociology

Occupational sociology is a relatively new area of interest to sociologists who began to increase the complexity and quantitative sophistication of their methodologies during the mid-twentieth century. During that time, researchers primarily studied high status occupations involving white male professionals whose socialization into an organization was a continuous process that involved work and leisure activities (Smigal, Monane, Wood, & Nye, 1972).

In order to understand the various parts of occupational socialization related to this study, the following definition by Smigal, et al., (1972) is helpful:

an analysis of the professions and occupations; the study of the range, history, social origins and typical career patterns of selected occupations; the influence of factors such as sex, education, and minority group membership upon a profession or occupation and on its selection; and the effect of professions and other occupations upon social structure. (p. 101)

In our modern society, employment outside the home is a social process in which the work-related activities are viewed as important; however, the degree of their significance beyond a paycheck may rely "not only upon the status, direction, tempo, and length of the career, but upon the meaning the individual ascribes to the career as well" (Van Maanen, 1978, p. 1). The extent to which a person arranges and prioritizes work-related and leisure activities depends on the perceived importance of the career. Van Maanen described a career as a succession of different, but associated, ventures and activities that a person experiences during a lifetime.

In a study of central life interests, Dubin (1992) contended that professionals view their careers more seriously than hourly workers because the work environment is perceived as an integral part of their lives. They assign a higher level of importance to the relevant processes and interactions involved with occupational socialization. Professionals tend to be more dedicated and satisfied with work because they generally have more responsibility and autonomy, are

given the flexibility to be more personally creative, and accept a degree of risk or uncertainty (Dubin, 1992).

Socialization in Occupations

"Socialization can be defined as a lifelong process through which individuals learn their culture, develop human potential and become functioning members of society" (Lindsey, 1994, p. 48). Because it is a continuous process and not a fixed ideal state, socialization is believed to occur throughout one's professional career and life; therefore, it requires constant sensitivity and adaptation to the environment (Sapiro, 1994). Socialization into a new environment requires an awareness and acceptance of norms, values, and a willingness to be responsive to various expectations. Even when a person changes a role in the same organization, existing circumstances within the system work unconsciously or consciously to integrate that person into a new job (Hart, 1991; Lipman-Blumen, Fryling, Henderson, Moore, & Vecchiotti, 1996).

Clegg (1975) determined that successful professionals learn how to maneuver among social settings that require different adaptation skills; therefore, their identity becomes a function of their relationships and social status through accommodation or adaptation. This strategy involves purposeful changes in the methods, knowledge, or skills required in an individual's learning about how a bureaucracy works and the personal perceptions of how one becomes an accepted

member of any group. The degree of accommodation toward an expected role is greatly influenced by an organization or community which tends to impose social conformance on the individual. Employees are shaped and subjected to the "social meanings" (Grogan, 1996, p. 82) of the institution which rarely allow them to instigate significant professional or personal changes.

Even in a top management position, a new person is considered a stranger who is expected to function within the limits of the written or unwritten rules of the organization (Marshall & Kasten, 1994). This person may have past experience upon which to rely but is lacking the organizational knowledge that insiders possess and must still be validated as a leader by the group (Hart, 1995). At this time, socialization is an agent of social control that enables a person to create a conceptual base and understanding of the new environment (Getzels, Lipman & Campbell, 1968). "Without relevant organizational experience to guide them, the period of building a suitable definition will be a disconcerting, time consuming, and a difficult one" (Van Maanen, 1978, p. 13).

The extent of accommodation conflicts with the extent of role personalization; however, both are dependent upon a combination of organizational and personal forces interacting with the social environment or community that allows a person to function in a preferential manner within a role (Getzels, et al., 1968). "A role being filled is a person's mental image of what

needs to be acted out if the picture of the role is shared by all those with whom interaction takes place while in that role" (Dubin, 1992, p. 37). Ultimately, three options are possible with socialization into an occupation: One may adapt behaviors to the expected role, one may personalize or "self-actualize" (Getzels, et al., 1968, p. 121) the role to particular preferences, or one may choose an acceptable combination of the first two options.

Research in occupational sociology involving female socialization has been appearing with any frequency only in the last twenty years. A common explanation for the lack of research was the assumption that the occupational experiences of women were similar to those of men (Cantor & Bernay, 1992; Gilligan, 1993; Greenfield, 1994; Helgesen, 1990; Wittner, 1984).

Feminist sociologists claimed that there had previously been an androcentric bias in sociology and that there was a need for studies that examined the interaction and uniqueness of the working world through female experiences (Lather, 1991; Wesson & Grady, 1994; Wittner, 1984). As a result, a new area of research began to evolve; however, the interest only concerned white females (Adams, 1979). Minority women were rarely the singular subjects of research projects (Dardaine-Ragguet, Russo, & Harris III, 1994; Hooks, 1984; Marshall & Kasten, 1994; Tonnsen & Truesdale, 1993). Furthermore, "An historical account of the ebb and flow of women in administration either details the experiences of

white women only or obfuscates the lives of women of color by subsuming them within statistics and reports of women in general" (Shakeshaft, 1989a, p. 21).

Hart (1995) proposed that occupational sociology was the ideal concept through which the socialization of women leaders or "incongruent leaders", could be explored.

(a)   It helps researchers understand the social nature of the experience, interpret events, and develop new models for the leadership succession experience for women outside major cultural assumptions about leaders;

(b)   It helps the newly appointed and culturally incongruent leaders experiencing the ascent to leadership diagnose and analyze their experience and take action to shape the process; and

(c)   It provides guidance for the superiors of these new leaders as they design deliberate organization experience and support structures . . . (p. 109)

Socialization of Women in the Public School Superintendency

In the literature from the past ten years, most of the information about women in the superintendency can be found in dissertations and ERIC documents. In the eighties, Shakeshaft's synthesis of studies about women in educational leadership validated this gap when she identified the need for additional research to gather information so that theories about females and their experiences in educational leadership could be explored (Shakeshaft, 1989a). A serious body of qualitative knowledge grounded in female experiences and culture is still needed.

Female researchers studying about female experiences in a professional arena have a different perspective and understanding of the complexities involved with socialization.

The socialization experiences of women superintendents often vary with their abilities, attitudes, and how they present their professional identity; however, there are several socialization forces noted in the literature regardless of the topic or purpose of the study. They involve cultural expectations with their impact upon leadership style, mentors, networking, balance of personal and professional life, familial background, and community power bases. The perception that women are nurturers and supporters, rather than leaders, persists as the overall societal view (Epp, 1993; Lipman-Blumen, et al., 1996; Sherman & Repa, 1994; Stivers, 1993; Swiss, 1996).

When females enter non-traditional career roles, they have to balance their professional persona along with their femininity in order to avoid opposition or disapproval (Sapiro, 1994). This conflict concerning femininity arises when women superintendents feel pressured to appear authoritative and in charge, but not masculine. In reality, they are expected to look like a woman and act like a man (Stivers, 1993). Females in these leadership positions often function in at least two conflicting roles of family and career. They are socialized since childhood to be nurturers and supporters of others, but first and foremost to their

families. Within this framework, they assess their self-worth and identity on the quality of relationships (Adams, 1979; Gilligan, 1993). Maintenance of these relationships is paramount for the familial as well as the professional arenas. "Females develop in a context of caring, nurturing, and empowerment of others. Research . . . reveals that women continue to value the personal perspective and engage in relationship building as a keystone of their leadership" (Greenfield, 1994, p. 44). They also tend to combine these roles in a way that portrays their values or attitudes about significant relationships.

Social and cultural changes will be required in order for women to experience equality in the work, privileges, and design of society. Even when they have the advantages of training, education, and visibility, there remains a traditional view of women and their relative place in our society. The exact ways in which to affect these changes are yet to be noted with any predictable consistency.

Research Questions

The primary research questions focus on the forces that impact the socialization of the superintendent:

1. How do organizational, community, and personal forces, individually and collectively, influence the socialization of a female superintendent?

A. To what extent are these forces known to the superintendent, and how does she become aware of them?

B. How does her awareness impact her socialization?

2. To what extent and in what ways does she personalize her role?

3. How does gender impact her socialization into the superintendency?

4. How are the organizational and community expectations transmitted to a female superintendent?

A. To what extent is networking part of the transmittal process?

B. To what extent is mentoring part of the transmittal process?

Theoretical Base

Socialization requires a complex interaction of processes which develop values, attitudes, abilities, and behavioral patterns (Sapiro, 1994). It is "a lifelong process through which individuals learn their culture, develop human potential and become functioning members of society" (Lindsey, 1994, p. 48). Socialization is neither static nor final; therefore, it unfolds and evolves as circumstances and an individual's reactions change (Hart, 1991).

For this study, a model is proposed which represents the socialization of a female superintendent through the interaction of professional and personal forces (See Figure 1). At the center of this model is a female superintendent's

Professional Forces	
Organizational Forces	**Community Forces**
Expectations for:	Expectations for:
• Values	• Values
• Leadership Style	• Leadership Style
• Job Knowledge	• Job Knowledge

↓

Transmittal Processes	
Formal	Informal
• Policies	• Networking
• Media	• Mentoring

↓

**Female Superintendent's
Socialization**
Dynamic Role Creation
(Accommodation and Role Personalization)

↑

Personal Forces

Background
• Childhood Experiences
• Family History/Social Class
• Educational Preparation
• Career Path

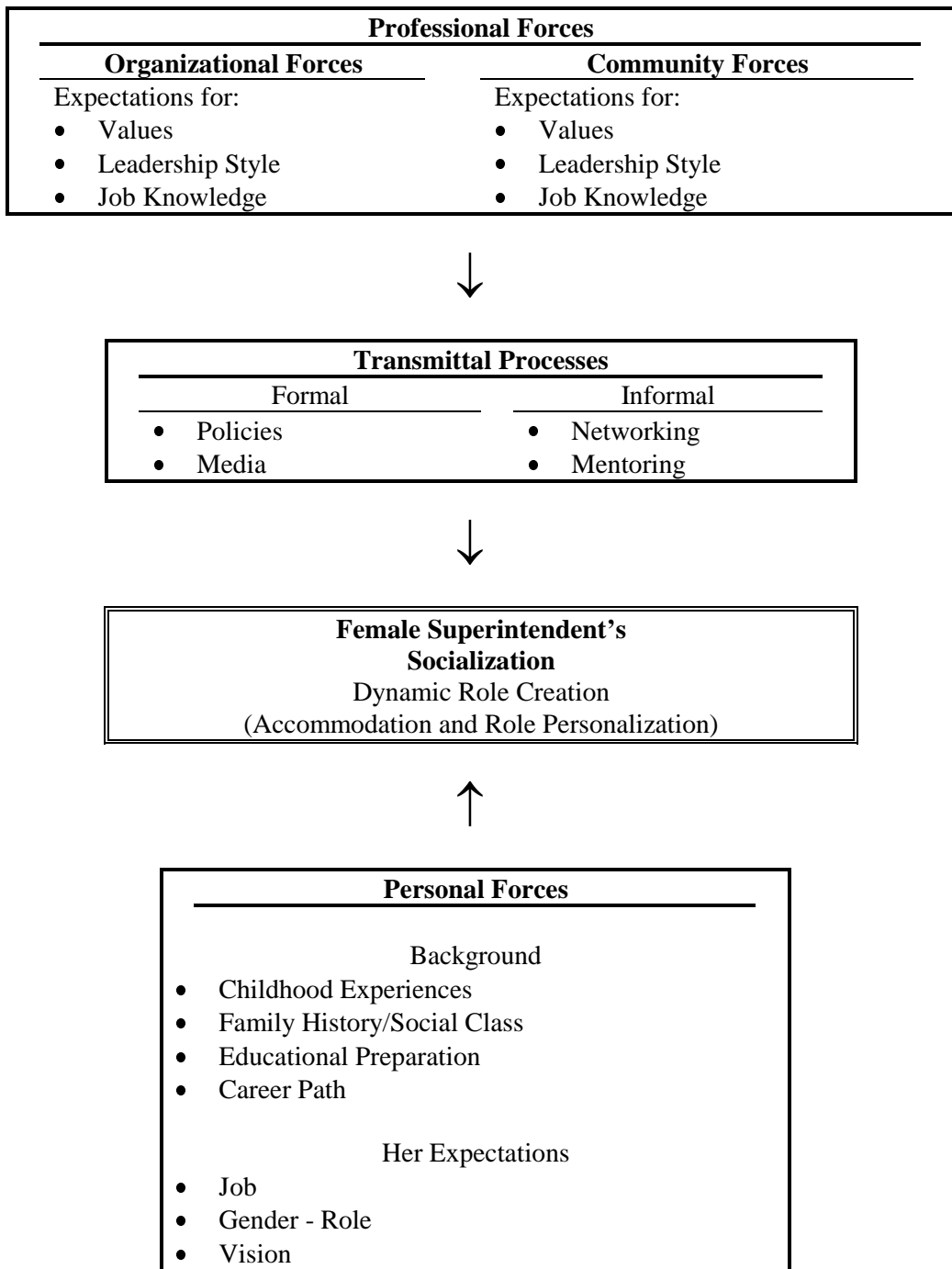Her Expectations
• Job
• Gender - Role
• Vision

Figure 1

Forces Contributing to the Socialization of Female Superintendents

socialization portrayed as dynamic role creation which is the evolution of a role that moves the school system toward her vision.

There are two responses in dynamic role creation. The first is accommodation or adaptation which is an acceptance of expectations or demands placed on a superintendent by the organization and community (Hart, 1991). The second is role personalization which is the integration of personal preferences into the role of superintendent. Role personalization is the ability to integrate personal preferences or characteristics into the professional or personal environment, processes, or relationships. It is the extent that she is able to create a unique role for herself by becoming the person she wants to be within the context of organizational and community expectations for her (Cooper, 1995).

There exists a tension between the degree of accommodation versus role personalization due to the newcomer seeking acceptance within the organization and validation as a leader, while trying to learn a new job (Grogan, 1996; Hart, 1991; Van Maanen, 1976). In addition, a woman superintendent can be constrained by cultural expectations and personal beliefs both of which influence the degree of autonomy or authority in the leadership role (Cuban, 1988). As the superintendent assimilates these forces and responds to them, she creates a role for herself; however, her role is never stable because the forces involved are dynamic and subject to fluctuation (Grogan, 1996).

Organizational Forces. Organizational forces are one part of the

professional influences which affect the work environment, processes, and

relationships of a superintendent. The organization's expectations for values,

leadership style, and job knowledge are the anticipated assumptions about what is

considered normal in that particular working environment or culture; therefore, an

awareness of these organizational expectations is crucial to the effectiveness and

tenure of a woman superintendent (Grogan, 1996; Shakeshaft, 1989a; Sherman &

Repa, 1994; Van Maanen, 1978).

Values are the standards that are believed to be normal, correct, appropriate,

or moral. They are translated into expectations for roles, written or unwritten

policies, and guidelines (Van Maanen, 1978). Organizations strive for stability

through continuity, and demonstrations of values such as loyalty and commitment

are expected (Cooper, 1995). Organizational values are manifested as tacit

requirements for speech, demeanor, appearance, and behavior that may or may not

reflect masculine images of leadership (Blackmore & Kenley, 1993; Gosetti &

Rusch, 1995; Grogan, 1996; Van Maanen, 1978).

Leadership style is the personal ability to persuade, influence, or inspire

others toward a common goal. It includes the variations between hierarchical,

autocratic management and participatory leadership that facilitates shared-decision

making (Glasser, 1994; Kouzes & Posner, 1987). Stereotypically, women are

expected to utilize a collaborative, nurturing, and inclusive leadership style; however, in reality, female styles are just as diverse as those of men (Dunlap & Schmuck, 1995; Shakeshaft, 1989b; Stivers, 1993). Leadership style changes from situation to situation and from person to person, thus, it is an evolving, responsive process (Grogan, 1996).

The organizational expectations for leadership style depend upon the circumstances surrounding the employment of a particular superintendent and whether that person is an existing employee or an outsider. If a school board seeks to maintain stability, a person whose style matches the former superintendent's leadership style will be hired. The organization will expect an insider to understand and utilize a complementary style (Schein, 1992). An outsider will be expected to accommodate to the organizational expectations. If changes are needed for organizational improvement, and a superintendent with a different leadership style than the former one is hired, the organizational perceptions of whether the proposed changes are needed or not may create an adversarial situation for an outsider whose style is contrary to organizational expectations (Cuban, 1988). In addition, if there are incongruencies between espoused leadership style and actual practices of a superintendent, the organizational expectations will be in conflict and the socialization of the new leader will be negatively impacted (Hart, 1991; Schein, 1992).

Job knowledge entails the skills or expertise in knowing how to accomplish organizational goals or tasks in such areas as finance, personnel, curriculum, and maintenance (Strauss, 1972). These requirements are the same for men and women; however, even female superintendents who have self-confidence and believe in their abilities encounter issues that are worsened by gender (Shakeshaft, 1989a). Power structures within the organization perpetuate and communicate these expectations formally through policies, job descriptions, or contracts, and informally in conversations.

Community Forces. The second part of professional influences involves community forces. The female superintendent as a representative of the school system must maintain positive connections to the larger culture of a community and coordinate organizational expectations and the political expectations of the community. The strength or effectiveness of this link between the organization and community will determine which goals or initiatives are attainable (Cuban, 1988). Community forces are influences from local governmental bodies, school board members, businesses or industries, parents of the school system, civic or social clubs, acquaintances, or the general public.

Community values which are translated into expectations for roles, written or unwritten policies, and guidelines are influenced by such variables as the socio-economic status and racial composition of the area and school system. No

community is "monolithic" (Getzels, et al., 1968) because values and expectations vary in the subcultures, but, generally, wealthier, cosmopolitan areas are more accepting of diverse values. In small communities, people tend to have more conservative values and expect their superintendent to reflect complementary ones, so it is harder to maintain a separate professional and personal life (Cuban, 1988; Grogan, 1996). Regardless of their unique perspectives, members of subcultures have expectations for the speech, demeanor, dress, and behavior of a woman superintendent. Furthermore, marital status may also be an influential variable which impacts a female superintendent's community acceptance because single females are not as readily accepted in a leadership role as married females who are perceived as less threatening (Shakeshaft, 1989a).

Community expectations for leadership style may depend on the reasons that the school board hired a particular person. A community that desires improvement in the school system expects the style of a new superintendent to facilitate change in order to accomplish reorganization or restructuring agendas (Grogan, 1996; Wesson & Grady, 1994). Communities that desire to maintain the current system will expect the new leader to follow a style similar to that of the previous superintendent. A superintendent has difficulty in being validated as the educational leader when organizational and community expectations for leadership style are in conflict (Grogan, 1996).

Community expectations for job knowledge are the responsibilities of a top-level educational manager. Cuban (1988) identified the three core areas of instruction, general operations, and politics as the important ones that a superintendent supervises. A community will assume that the superintendent will be able to communicate effectively, keep the public informed, and continually upgrade information about the core areas.

Transmittal Processes. Expectations are communicated formally through local policies along with federal, state, and local legal requirements, combined with the media. Informal, unwritten expectations are communicated by casual conversations, or through mentoring or networking. The organizational and community forces impact socialization through the transmittal processes of networking and mentoring. Networking is a process of establishing casual, social relationships with people who provide support, information, or political connections. Mentoring is a process of establishing close, personal relationships focused on career enhancing assistance, guidance, and sponsorships which help the superintendent. These processes directly facilitate the acquisition and maintenance of knowledge about how the organization and community perceive the role of a superintendent (Cantor & Bernay, 1992; Grogan, 1996; Helgesen, 1990; Manera & Green, 1995; Marshall & Kasten, 1994; McGrath, 1992).

Personal Forces. The personal forces represent a lifetime of socialization as a female. They are the experiences that affect her expectations about her family, her thoughts and feelings, or her relationships with others; therefore, they collectively influence how she performs in her role as superintendent. Her background encompasses life experiences and circumstances from birth to the present; therefore, an accumulation of unique circumstances converges to provide a context or framework in which the female superintendent assimilates and responds to various influences from the organization and community (Baber & Allen, 1992; Hart, 1991; Wittner, 1984).

For female superintendents, significant people in their past developed or nurtured their inner strength, a sense of independence, and a confidence that they controlled their destiny (Sherman & Repa, 1994). Social class and race afforded either barriers or special opportunities for those women who prepared themselves educationally and emotionally for advancement in education (Dardaine-Ragguet, et al., 1994). Family history, social class, and race reflect the socio-economic facts about parents, siblings, grandparents, and extended family members.

Educational preparation spans the formal educational experiences from the advent of formal schooling at six years, to various developmental activities, through college and on to graduation with undergraduate and graduate degrees.

Finally, the career path outlines the succession of experiences or adventures in the field of education or in another occupation. There is no magic path to a superintendency for females; however, hard work, a positive, realistic sense of self, political savvy, and flexibility enable a woman to experience success in the socialization experiences of various positions throughout her career (Natale, 1992; Tonnsen & Truesdale, 1993).

Her expectations as a female superintendent comprise the second part of personal forces, and they include her opinion of the job and related requirements. Being a token female in a typically male job is viewed as a major source of anxiety because women experience higher levels of anxiety about their performance and their organizational value than do men (Grogan, 1996; Shakeshaft, 1989a). Although there is always pressure for men and women to perform, women must generally work harder and at the same time must be consistently rational in their thinking, because they are judged by their sex instead of their competence (Adams, 1979; Becker, 1990; Hart, 1991).

Gender-role awareness is a female perspective of the experiences and behaviors involved in a superintendency that are uniquely interpreted by her own self-evaluation and how she manages the major stressors of the job. One way that successful female superintendents handle organizational pressure is by developing self-control through a realization and acceptance of who they are and the person

they desire to be (Cooper, 1995). This process allows women to conform to organizational norms and resist constant pressures of conflicting forces.

Her vision for the school system is a future state or desired outcome that she determines is worthy of accomplishing (Kouzes & Posner, 1987; Stivers, 1993). Astin & Leland (1991) describe it as "having a point of view that clearly articulates an institutional mission" (p. 118). The development of this vision requires that she incorporate her own perceptions into the expectations of the organization and community. The methods she uses to communicate her vision depend on the congruency between her expectations and those of the organization and community (Hart, 1991).

Beginning Propositions

The beginning propositions are hypotheses generated from the research questions, the socialization model, and the research supporting the model. They indicated what the researcher expected to find during the data-collection process. The researcher checked to see if the propositions were supported by the data, and modifications were made as necessary.

1.   The superintendent increasingly personalizes the role the longer she stays in it; therefore, accommodation declines with tenure in the superintendency.

2. Accommodation is affected more by community forces than organizational forces.

3. Accommodation to community and organizational forces starts when women decide to become an administrator.

4. The superintendent's concept of the job and vision for the school system evolves primarily from knowledge and information gained through mentoring and networking experiences.

5. The superintendent's sensitivity to and knowledge of unwritten, informal expectations will be more important to her than formal, written expectations.

6. Participatory management with shared-decision making will be evident in the female superintendent's leadership style.

7. Nurturing positive relationships will be important to the female superintendent and will be present in the organizational and community expectations for her.

8. The female superintendent's personality in combination with how she presents herself professionally will be important to organizational and community perceptions of her job knowledge and leadership style in the superintendency.

9. The superintendent's status as insider has more impact on organizational and community expectations and support than her gender.

10. The mentoring process decreases in importance as the female superintendent's tenure progresses.

11. The networking process increases in importance as the female superintendent's tenure progresses.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This review of literature presents research about the working world of professional women through the impact of socialization and cultural influences. The research provides a knowledge base to understand the female socialization model and to guide the researcher's collection of data. In the first section, the professional forces of socialization from the organization and community, the personal forces, and the importance of networking and mentoring are explored. In the last three sections, different aspects of research are presented which include the unique experiences of women examined from a feminist viewpoint along with the challenges confronted by women in leadership positions and women in educational leadership. The theme that underlies this review of literature outlines the struggles of professional women who combine their femininity and professionalism.

The Impact of Socialization Forces on the Role of a Female Superintendent

A superintendent's interaction with the school system, the community, and the larger social system which extends to the state and national levels, are important influences on socialization. None of these systems function independently because each school system must struggle with the values of its

own varied constituents along with the collective values of the nation (Getzels, et al., 1968; Hart, 1991).

<u>Professional Forces</u>

A public school superintendent, who is expected to exemplify the social values of the public, has to develop an understanding and sensitivity to the written and unwritten expectations of a unique culture and its subcultures (Brunner, 1995; Getzels, et al., 1968; Marshall & Kasten, 1994). "People carry in their minds a set of expectations concerning the auxiliary traits properly associated with specific positions" (Gross & Trask, 1976, p. 10). Informal or unwritten expectations are often reflective of the collective public opinion about the importance of education, of the superintendent's perceived role, and about the desired degree of public involvement (Cuban, 1988). Often the formal expectations are incorporated into a job description, employment contract, or school board policy. These specific documents provide an individual with an overview of the responsibilities, liabilities and legal parameters required by a school system (Porat, 1991; Wesson & Grady, 1994).

The superintendent's perception of the congruence between a personal interpretation and the cultural expectations is a crucial factor in the effectiveness and longevity of the job tenure; however, complete agreement is not always required if the differences are explored and understood (Getzels, et al., 1968).

When a superintendent either does not respond appropriately or is not cognizant of

the desired expectations, the tenure is usually short and problematic (Beekley,

1994; Cuban, 1988; Getzels, et al., 1968; Tallerico & Burstyn, 1995). Van

Maanen (1976) maintained that there were three things that an individual needs to

know in order to successfully assume a role in a culture. They are knowing what

is expected, being able to meet the role requirements, and desiring to perform in

the role.

Often these role requirements and expectations are gender specific which

indicates that a resolution between the traditional female role and that of a female

professional must be reconciled because communities are influenced by the values,

norms, and expectations of white men (Brunner, 1995; Marshall & Kasten, 1994;

Sherman & Repa, 1994). Societal expectations for a good woman and a good

leader are often stereotypical and totally opposite (Stivers, 1993). Dunlap &

Schmuck (1995) suggested that these attempts to categorize women according to

unrealistic models fails to recognize that women create diverse roles in their

leadership.

The combination of role requirements and expectations are factors which

often determine effectiveness and success by the extent that the expectations are

realistic and that the superintendent's values match the new role (Cuban, 1988;

Marshall & Kasten, 1994). "Expectations are confirmed or disconfirmed, conflicts

between personal values and needs and the climate of the organization are confronted, and the aspects of self that the new setting will reinforce or suppress are discovered" (Hart, 1991, p. 459). A superintendent's values are communicated in speeches, actions, prioritization of initiatives, and through various forms of written documents generated by the school system and the media (Getzels, et al., 1968). Organizational and community members constantly compare their own values with those of the superintendent and, consequently, decide on their approval or disapproval.

Strauss (1972) described four values within the role requirements of a professional, such as a public school superintendent, which differentiated that person from an ordinary employee or worker. The first of those values involved the requirement of academic training, knowledge, or expertise to perform the job. Even highly trained, experienced professionals were expected to prove themselves by demonstrating competence and future potential. The second value was a certain amount of autonomy to decide how and when to act or react. The third value was a strong commitment to the profession at large, and the last was a sense of responsibility to be effective.

The complex nature of socialization defies a simple explanation which attributes success to one or two social factors. An effective public school superintendent needs far more expertise than general managerial skills. An

important task for a leader is envisioning goals and setting organizational purpose and direction. It requires attention to a vision of the future and the creativity to see beyond traditional parameters in order to set long-term goals worth achieving (Kouzes & Posner, 1987; Manera & Green, 1995; Stivers, 1993).

A critical component involved with goal visualization, implementation, and almost every other leadership process is the utilization of honest and open communication with everyone in the organization through participatory decision making (Manera & Green, 1995). Women who lead collegial-collaborative organizations actively use these strategies because they naturally value connectedness and relationships (Aburdene & Naisbitt, 1992; Conner & Sharp, 1992; Shakeshaft, 1989b; Wesson & Grady, 1994).

Two influential movements in our country benefit women in all types of managerial positions. They are the ongoing educational reform through restructuring and a shift to a preferred leadership style which is participatory and collaborative (Aburdene & Naisbitt, 1992; Wesson & Grady, 1994). Due to the inherent complexity of reform, traditionalists reevaluated hierarchical, top-down management styles, because the old ways of doing business do not work anymore (Conner & Sharp, 1992). Women, who previously defined their leadership styles in non-hierarchical ways and operationalized collaborative leadership styles, are

beginning to experience success even in "highly bureaucratic/structured systems" (Wesson & Grady, 1994, p. 422).

William Glasser (1994) translated the participatory leadership concept, which was based on collegial strategies like communication and empowerment, into an applicable educational model contrasting a "boss-versus lead-management method" (Glasser, 1994, p. 11). He identified four leadership behaviors that must be practiced to facilitate the latter:

1. The leader involves the staff directly in discussions of the requirements for success in education; therefore, information and communication must flow openly and honestly.

2. The leader must model or provide models to show the staff exactly what is expected while continually increasing the staff's control over their work.

3. The leader must eliminate evaluations that are not performed by the staff itself. The underlying theory behind this practice is that the staff know more than anyone else about their work and the quality required.

4. Finally the leader must continually provide information and training about the quality process and its never-ending cycle of continuous improvement (Glasser, 1994).

<u>Personal Forces of Socialization</u>

Traditional societal norms which impose narrow views on the role of women have a powerful influence on the childhood socialization of females. "We think that women have ambition and career dreams when they are young, but the desire for love, approval, and connections drives them underground" (Cantor & Bernay, 1992, p. 137), and for women, these connections relate to their families or relationships with significant others. "For girls and women, issues of femininity or feminine identity do not depend on the achievement of separation from the mother or on the progress of individuation" (Gilligan, 1993, p. 8).

Women often avoid the conflict of separation and wait until their families are grown before they attempt a non-traditional female role or a demanding job; however, they still retain the inner feelings that one should not take precedence over the other (Becker, 1990; Grady & O'Connell, 1993; Sherman & Repa, 1994; Stivers, 1993). Women are not accustomed to separating themselves from the familial aspect of their lives; therefore, role conflicts are inevitable due to the nature of leadership positions that require personal concerns to take a subordinate role to professional demands (Barnett, 1992; Grogan, 1996).

Successful females are less likely to experience effects of stress in their job performance; however, at all ages, they periodically realize its effects on their personal lives (Adams, 1979). They feel that to outwardly express an inability to

manage stress compromises their credibility or dedication; therefore, the result is

anxiety, depression, or an uneasiness that they do not know exactly how to manage

(Becker, 1990). To meet the written or unwritten requirements of a high visibility

job, only women without complex familial responsibilities succeed without

considerable sacrifice in their personal lives (Baber & Allen, 1992). They realize

the extent of emotional costs in competing in an organization that often requires

difficult choices between success and relationships.

There are coping strategies that females may or may not utilize effectively

in terms of their own emotional and physical health (Becker, 1990). When women

fail to delegate activities, equitably divide time among those activities, and seek

support from others, they experience a problem termed "role proliferation"

(Adams, 1979, p. 122) which results when they have difficulty in balancing the

various parts of their lives that at times seem at cross purposes (Dunlap &

Schmuck, 1995). Consequently, even dedicated female professionals have to

interact effectively and regularly outside a work environment. The home, social or

community clubs, and other human contact directly enhance their attitudes toward

and effectiveness in their work. "My sense is that balance stands for a

reconciliation of the different demands made on the women by their positions in

discourses that compete for their full participation" (Grogan, 1996, p. 110).

Networking and Mentoring

When professionals work together in a specialized occupation such as education, whether or not they are working in a team-oriented framework, they develop a kinship with one another that facilitates their learning and socialization specific to the norms of their group. As they attempt to find out where they fit in and effectively function within the larger scope of the organization, the social structure shapes their personality, judgment, and perceptions (Cantor & Bernay, 1992; Grogan, 1996; Helgesen, 1990; Manera & Green, 1995; Marshall & Kasten, 1994; McGrath, 1992).

> Occupational practitioners frequently think of themselves as members of a select fellowship . . . who, on one level, have a vested interest in protecting the name and fame of colleagues inasmuch as the individual well-being of the colleagues represents the collective good of the occupational group as a whole, and thus, ultimately, of themselves. (Bryant, 1972, p. 367)

Experienced leaders realize the significance of these male and female resources, which are groups of people and resources, upon which they can depend for job openings, insider political information, and group inclusion. This process is especially important for females in leadership positions (Chase & Bell, 1994). "Unless women get to talk to other women about what they experience, it is possible for each individual to see frustration and conflict as residing within themselves instead of the social structures within which they are subjectified" (Grogan, 1996, p. 195).

Networking facilitates the discovery and understanding of the written and unwritten rules that govern behavior, expectations, and experiences that lead to success. For women, these relationships are crucial to advancement, support system maintenance, and the development of political savvy (Schuster & Foote, 1990). For example, an aspiring female superintendent in an assistant superintendency often has no defined formal peer organization; therefore, the attainment of pertinent career information through an organized system is not possible. This lack of contacts prevents some women from being knowledgeable about superintendencies or other job vacancies (Chase & Bell, 1994; Grogan, 1996; McGrath, 1992). In addition, the gender of these friends is important, because previous research seems to indicate that a superintendent's inclusion within a power circle depends on the gender of the resources for networking and mentoring (Grogan, 1996). Women in educational administration need to enhance their circles of influence or powerful connections through networking which provides a support base when political problems surface. Women superintendents who networked in male-oriented community groups effectively used their visibility to increase their circles of influence (Adams, 1979; Chase & Bell, 1994; Swiss, 1996; Whitaker & Lane, 1990).

The mentoring process is slightly different from networking because it is individualized, but it is just as important to the socialization process (Hart, 1991;

Natale, 1992; Ryder, 1994; Shakeshaft, 1989a). Mentors share and explain the unwritten rules that women need to know in order to be successful. Mentors tend to have similar characteristics in that they provide encouragement and management tips, serve as confidential listeners, are usually male, and are generally older (Grady, et al., 1991; Pence, 1995; Swiss, 1996). The outcome of a mentoring process depends upon the nature of the relationship and the effectiveness of the shared knowledge; therefore, the combination of a veteran and new employee may only perpetuate the status quo when innovation and creativity are the system's goals (Hart, 1991; Van Maanen, 1978). However, there is still an element of luck involved in both processes that surpasses being at the right place, with the right people, and during the right time (Manera & Green, 1995). "Thus an aspirant can provide herself with opportunities, but she cannot engineer their outcomes" (Grogan, 1996, p. 72).

Feminist Theory

As the feminist movement moves into a third decade, a single definition for feminism is difficult to determine, but for Lather (1991) it is clear, that "Through the questions that feminism poses and the absences it locates, feminism argues the centrality of gender in the shaping of our consciousness, skills and institutions as well as in the distribution of power and privilege" (p. 71). However, there exists a well-defined purpose which is to develop an understanding and elevate the

position of women in our society (Stivers, 1993). Feminist researchers explore the essential nature and central focus of gender as it affects a correction in "both the invisibility and distortion of female experience in ways relevant to ending women's unequal social position" (Lather, 1991, p. 71).

Prior to the 1970's, sociological studies tended to group men and women together due to beliefs that the "differences between men and women were natural, universal, and therefore of limited concern to a science that studied social life" (Wittner, 1984, p. 1). In a study of men and women in educational leadership positions, Gross & Trask (1976) acknowledged that gender differences had previously been ignored by sociologists, but that they did make a difference in behavior, feelings, career paths, and management style. "While conducting our inquiry we became acutely aware of how restricted our knowledge is of the personal and organizational effects of the sex factor" (p. 227).

Feminist sociologists maintain that even with training, educational opportunities, improved birth control methods, and expanded job chances, women are still not considered equal in the workplace (Hart, 1991; Wittner, 1984). Training and education are touted as the gatekeepers to equal work opportunities which are viewed as avenues of goal achievement and equality; however, to offer equal educational and workplace opportunities, but combine them with traditional expectations of women, creates "structural arrangements" (Stivers, 1993, p. 53) in

which professionalism and femininity are at odds. Highly educated, professional women manage to compete successfully in a hierarchical work environment; however, they report significant stress due to role ambiguity, diminished support, and few role models (Baber & Allen, 1992; Hart, 1991). A dilemma presents itself as a constant battle to combine values concerning gender and job roles (Cantor & Bernay, 1992; Grogan, 1996; Helgesen, 1990; Shakeshaft, 1989a; Stivers, 1993; Swiss, 1996).

The feminist focus on the social context and everyday lives of women maintains that the previous idealized studies which combined the familial and working lives of women were not realistic portrayals and that working women usually carried most of the responsibility at home in addition to that of a job (Stivers, 1993). The myths of the ultimate professional male who never let familial concerns affect his work were noted as betraying the importance of personal lives of males and females (Cuban, 1988; Van Maanen, 1978). However, it is not possible to study working women without beginning with their unique experiences and understanding the impact of family and gender (Lather, 1991; Shakeshaft, 1989a). "Women's knowledge about their world is the object of this sociology" (Wittner, 1984, p. 24).

Women in Leadership Positions

Literature about women in leadership positions reveals recurring research topics, including their status in leadership positions, use of power, coping strategies, leadership styles, and career paths. Although female leadership qualities are gaining credibility, men and women continue to expect leaders to be men (Stivers, 1993). Embedded within this literature is the information about leadership and female socialization which is an integral part woven into the employment process.

"Many of the attributes for which women's leadership is praised are rooted in women's socialized roles" (Aburdene & Naisbitt, 1992, p. 103). Women find ways to be successful and productive using a variety of background experiences combined with effective leadership strategies. A proactive personal style allows them to influence, fit into, and change the system without condemning it (Stivers, 1993; Swiss, 1996). The success of female leaders is not surprising, but underlying it are their struggles to combine femininity and professionalism.

Three personal awareness indicators, collectively called "The Leadership Equation," were identified by Cantor & Bernay (1992) from twenty-five case studies of females in powerful political positions. These indicators included "Creative Aggression, a Competent Self," and a comfort level with "Womanpower" (p. 17). The researchers found successful women used their

positive early experiences as buffers that enabled them to see possibilities and overcome obstacles (Cantor & Bernay, 1992). For women leaders, power meant choices backed up with knowledge about how to get along with people and persuade them to work toward a common goal (Adams, 1979).

"Creative Aggression" comprised the motivational drive to take initiative, speak out, and go beyond mere endurance of situations. A "Competent Self" included characteristics that portrayed a secure person who looked inward for direction and knowledge instead of constantly being worried about the reflection of others and their perceptions. A comfort level with "Womanpower" embraced the notion that knowledge about how to accomplish things took precedence over "power for its own sake or for manipulating others" (p. 28).

Helgesen (1990) studied four women business leaders who operated large organizations from a female perspective. She noted that they consciously planned small breaks during the day to relieve stress; made efforts to be accessible to others for help and to share information; kept a balance between work responsibilities and personal life; and maintained networks of people with whom they knew outside the workplace. The process of sharing information, including others in decision making, and maintaining relationships was aligned with the female need for connectedness (Gilligan, 1993). Helgesen reported that the organizational models in their control were not hierarchical, but were weblike

networks with the leader in the center. Information flowed freely in the network

and not in rigid channels. Aburdene & Naisbitt (1992) and Stivers (1993) noted

the importance of creating and then maintaining a structure, like the web, to

support the empowerment of others and to allow the followers to increase their

knowledge and effectiveness. This less hierarchical structure was seen as

particularly favorable to women (Astin & Leland, 1991).

Astin & Leland's (1991) cross-generational research about seventy-seven

women leaders divided the participants into three groups of "predecessors,

instigators, and inheritors" (p. 27). The "predecessors" were retired women who

embraced education and professional achievement as a means of empowering

women and improving their lives. They cited important influences and support

from their fathers and families as being paramount to their success in life. They

also acknowledged that their achievements were unusual for women of their

generation. The next group was designated "instigators" and they represented

women in their fifties and sixties who were subjected to discrimination and,

thereby, influenced by the early years of the women's movement. They actively

increased their social involvement in order to understand and expand the feminist

theories that were beginning to emerge. They perceived themselves as role models

and mentors for the next generation of younger women called "inheritors" who

were in their thirties and forties. The "inheritors" realized and appreciated the

need for female support groups that consciously increased their power by seeking

cooperation, sharing knowledge, and empowering others. This last generation had

not experienced the extent of personal discrimination of the first one; therefore,

they determined that the "social context had already begun to shift" (Astin &

Leland, 1991, p. 38).

A summary of this research revealed three concepts that were important in

the professional lives of these women. They were "collective action, passionate

commitment, and consistent performance" (Astin & Leland, 1991, p. 157). All

three generations of women realized and appreciated the value of the people with

whom they worked in order to get things done. They were sensitive to social

injustice and the plight of those most affected by it. They formed supportive

networks that inspired others to work for social change. A salient point from this

research is the focus on leadership processes required of effective female leaders.

Women in Educational Leadership

Researchers in educational leadership often ignore the gender of their

members; therefore, research historically had been completed on white males, but

the theories and framework are a starting place for the study of females in similar

positions (Astin & Leland, 1991; Gross & Trask, 1976; Stivers, 1993). Even

though perspectives of male and female researchers and subjects are different, new

concepts of leadership for both genders have begun to emerge: "Women and men

must decide which behaviors are both facilitative of leadership roles and congruent with their value systems" (Biklen & Brannigan, 1980, p. 36). Leaders are expected to be "decisive, visionary, bold, and inspirational" (Stivers, 1993. p. 67).

When researchers focused on identifying models of leadership, comparisons between the sexes noted few differences in styles (Astin & Leland, 1991; Baber & Allen, 1992; Stivers, 1993). From this perspective, an individual's personality, not gender, has more impact on leadership style which is also influenced by how it complements the cultural expectations of the particular organization (Biklen & Brannigan, 1980; Dunlap & Schmuck, 1995; Grogan, 1996; Shakeshaft, 1989b). "Obviously the skills of leadership are not biologically rooted or genetically determined but rather shaped, facilitated, or stunted by social forces and the entire process of socialization" (Biklen & Brannigan, 1980, p. 40). The low numbers of women in management positions can no longer be attributed to gender differences in leadership style and the inability of women to conform to the organizational structure (Barnett, 1992).

One of these primary differences is the concept of power along with its origin and use. Females commonly avoid using power because societal norms perpetuate the notion that its usage is masculine, and it results in the loss of intimacy and relationships, both of which are closely linked to instinctive,

feminine needs of nurturing and empowering others (Gilligan, 1993). Professional women have to deal with the incongruent feelings of power outside the realm of their families. This is accomplished by facing responsibility proactively and utilizing power to get things done; therefore, the process effectively combines masculine and feminine characteristics (Cantor & Bernay, 1992).

Dominance and the use of power are key concepts in exploring the differences between strong, directive versus participatory, democratic styles (Brunner, 1995). The style that works with one group does not work with another, but most people in educational settings perform better with democratic leadership. Women tend to use their power to empower others, thereby expanding the power base. The concept that power is not finite, but increases as it is shared is behind this philosophy (Conner & Sharp, 1992; Shakeshaft, 1989b). Leaders accumulate power through experience, credibility, and visibility (Biklen & Brannigan, 1980; Brunner, 1995). The failure of women to be recognized as equals in society is directly determined by their power, both economic and authoritative (Astin & Leland, 1991; Lipman-Blumen, et al., 1996). "Power is a multi-dimensional concept that includes resources, processes, and outcomes" (Baber & Allen, 1992, p. 232). Women use their power to accomplish tasks and goals, but not to exercise power or authority over others in the organization (Brunner, 1995; Conner & Sharp, 1992; Lipman-Blumen, et al., 1996).

Successful female educational leaders do not have aggressive,

argumentative personalities or career paths filled with negative relationships and

enemies. Characteristics of their leadership style include: fairness with a practice

of equity and objectivity, empathy without sympathy, an interest in people, an

ability to listen without judgment, and a detached politeness which allow personal

feelings and emotions to be controlled (Biklen & Brannigan, 1980; Eagly, Karau,

& Johnson, 1992; Porat, 1991). Shakeshaft (1989a) theorized that these

characteristics merge the effective schools research and a description of the female

educational leader. Women are more service oriented toward people, use power as

an expandable resource to empower others, and utilize participatory problem-

solving processes that feature cooperation instead of authoritative control (Baber

& Allen, 1992).

> Women who are successful in powerful positions define power as power to
> get things done with others, something more easily done for women than for
> men because women do not view themselves as powerful. They work using
> a collaborative, inclusive, consensus-building model with their own voice
> being used in concert with the others rather than in authority over or
> dominance over others. (Brunner, 1995, p. 21)

CHAPTER 3

METHODOLOGY

This case study involved the first three years of employment of a female public school superintendent and explored the organizational, community, and personal forces that affected and continue to affect her socialization. The first segment is the rationale for choosing this person as the primary subject and for choosing the remaining informants. The second segment is a description of the data collection methods involving interviews and document reviews. Information about coding and the validity and reliability of the interview questionnaires is included. The third segment is a description of the methods of data analysis.

Selection of the Superintendent and Informants

This particular superintendent was chosen because her career path appears to be typical of most females in the school superintendency. Table 1 is a comparison of the selected superintendent and typical female superintendents (Grady & O'Connell, 1993; McGrath, 1992; Sherman & Repa, 1994). Similarities between this superintendent and other females include (1) an extensive instructional background due to a long tenure in classroom teaching; (2) older and middle-aged; (3) an advanced degree; (4) an interest and involvement in community and civic organizations; (5) continuous promotions through the ranks of a school system;

Table 1

Comparison of the Superintendent in this Study and Typical Women Superintendents

Case Study Subject	Typical Women Superintendents
• Taught eight years in classroom, three years in split teacher/assistant principal position	• Taught in classroom longer than five years
• Attained superintendency in mid-fifties	• Attained 1st superintendency at later age
• Earned doctorate in 1982	• Had advanced degrees
• Involved in nine civic organizations	• Maintained community/civic contracts and positions
• Has 37 years in education	
• Grew up in blue collar family--extended family members important, non-working mother	• Grew up in traditional home with traditional values
• Grew up with both parents, played sports, took piano lessons, played piano at church	• Had happy, secure childhood
• Enjoyed school and learning, wanted to be life-long student	• Enjoyed school experiences
• Held six positions--teacher, assistant principal/teacher, assistant principal, instructional supervisor, director of elementary education, assistant superintendent	• Progressed through ranks
• Thought she had sufficient knowledge and ability to do job	• Possessed self-confidence about ability to do job
• Saw challenges as opportunities	• Wanted a challenge
• Had male mentors	• Had male mentors
• Taught classes in higher education, served as editor and consultant to two publishing companies, published seven articles	• Participated in professional networks
	• Worked well with people, used consensus processes
• Has no children, husband who is truck driver, no familial role conflict	• Had unconventional personal lives
	• Considered visionary, change agents

Note: The characteristics of typical women superintendents came from Castro, 1990; Chase, 1994; Grady & O'Connell, 1993; McGrath, 1992; Pavan, 1995; Schuster & Foote, 1990. The characteristics of the case study subject came from a personal interview conducted by the researcher.

(6) a supportive, traditional childhood; and (7) a somewhat unconventional personal life. This superintendent is white, 58 years old, married and has been employed as a teacher and administrator for thirty-seven years. She is in the third year of her first superintendency, and she is willing to participate in an intensive, visible study of her work. The initial candidate for this study dropped out after one year due to fear of adverse publicity and the unknown attitude of school board members.

There are two unusual circumstances surrounding this superintendent's career path. During an initial interview, she shared that she has spent her entire career and was promoted through the ranks of the same school system. Usually, an absence of mobility is often seen as a barrier for women aspiring to the superintendency (Chase & Bell, 1994; Whitaker & Lane, 1990). The second is this superintendent did not set the superintendency as a future goal early in her career; therefore, a combination of luck and timely opportunities, along with mentors, facilitated her advancement. Aspiring female superintendents are advised to carefully plan their career paths so that experiences and positions prepare them for promotion (Grogan, 1996; Shakeshaft, 1989a).

Thirteen informants were invited to participate. Eleven informants participated. Informants chosen were willing to share their perceptions, had firsthand experiences with the superintendent, and were knowledgeable about the

superintendent's work during the past three years. They represented different age, gender, and ethnic categories and included people with whom she has interacted from the organizational, community, and personal levels. Those who were invited to be interviewed follow:

(1)   The superintendent's husband. The superintendent has been married to her husband for thirty-seven years. He was white and had a career as a truck driver. His perspective about her long career in education and how she was eventually promoted to a superintendent's position was important due to his knowledge of the impact of professional and personal forces on her current role as superintendent;

(2)   Her personal secretary. This secretary was a white female who worked directly for the superintendent and had information about the superintendent's daily interaction with all kinds of people and reactions to varied situations;

(3)   Central office colleagues. The two white, male assistant superintendents had knowledge about how she fulfilled her role as superintendent and how she coordinated organizational and community expectations. The former white male superintendent, whose career in education spanned thirty-eight years in this school system, worked closely with her during much of her career advancement;

(4)   School board members. The present white, male chairperson and another white, male board member had direct contact with her on a regular basis. The former was elected within the past two years, and the latter served on the appointed board. A school board election in 1995 replaced four of the five members who voted to appoint her to the superintendency in 1994; however, the former male chairman who was the board chairman for a decade from 1984-94 is included;

(5)   Building-level administrator. A minority, female administrator provided comparisons about the impact of socialization forces on a white, female professional versus those on a minority, female professional;

(6)   Community members who were selected from recommendations noted from other informants. The community members had limited, direct access to the superintendent, but they reflected the perspectives of the larger community or social system of the area.

As the research progressed, additional people were recommended and interviewed because their specific knowledge or experiences was needed to understand or interpret the social implications of her socialization (Rubin & Rubin, 1995).

Data Collection

Data were collected through interviews and document reviews. Seven categories of subjects were interviewed, so this study not only provided the perspectives of the superintendent, but also those of her spouse, secretary, current and former colleagues in the central office, a building-level administrator, current and former school board members, and community residents. The informants were interviewed for approximately two hours each during June 1997 on a Thursday through Saturday schedule. The superintendent's five interviews each lasted approximately two hours. The researcher used a combination of structured and semi-structured approaches (Yin, 1994). Documents from the news media, records of school board meetings, and division publications provided a better understanding of the total experiences of this superintendent.

Interview Questionnaires

Interview questions were developed from the beginning propositions, research questions, and information from the literature review (See Table 2). They focused on the forces, transmittal processes, and role accommodations and personalization identified in the socialization model. Questions varied according to the professional or personal nature of each respondent's relationship to the superintendent (See Appendix A).

Table 2

Crosswalk Table of Interview Questions, Socialization Forces, Informants, and Sources

		PROFESSIONAL FORCES		PERSONAL FORCES	SOURCES
		ORGANIZATIONAL	COMMUNITY		
PERSONAL HISTORY	*				
1. Who were your idols growing up?	(S)			X	Astin & Leland, 1991; Cantor & Bernay, 1992; Gilligan, 1993; Katz, 1979; Lamb, et al., 1979.
2. As a child, what did you aspire to be? • How did this change over time? Why	(S)			X	Astin & Leland, 1991; Cantor & Bernay, 1992; Gilligan, 1993; Katz, 1979; Lamb, et al., 1979.
3. When did you go to college and where?	(S)			X	Astin & Leland, 1991; Cantor & Bernay, 1992; Gilligan, 1993; Katz, 1979; Lamb, et al., 1979.
4. What were the memorable events in your early years that affected your thinking, behavior? • How did they affect you?	(S)			X	Aburdene & Naisbitt, 1992; Astin & Leland, 1991; Biklen, 1980; Cantor & Bernay, 1992; Gilligan, 1992; Helgesen, 1990; Katz, 1979; Lamb, et al., 1979; Lather, 1991.
5. When did you get married? • What effect did it have on your future aspirations?	(S)			X	Astin & Leland, 1991; Cantor & Bernay, 1992; Grogan, 1996; Sherman & Repa, 1994.
CAREER HISTORY					
6. Describe your early (teaching) career after graduating from college.	(S)	X		X	Cantor & Bernay, 1992; Katz, 1979.
7. At which point in your career did you decide to enter administration? Why?	(S)	X		X	Gilligan, 1992; Graham, 1979; Grogan, 1996; Shakeshaft, 1989a.
8. How did you learn the "ropes" in each new position? • How did your expectations affect your work?	(S)	X	X	X	Astin & Leland, 1991; Cantor & Bernay, 1992; Stivers, 1993; Swiss, 1996; White, 1992.
Note. *Informants to questions include: superintendent (S), her spouse (SP), and central office, school board, principals, and community members (OTHR).					

		PROFESSIONAL FORCES		PERSONAL FORCES	SOURCES
		ORGANIZATIONAL	COMMUNITY		
9. Who helped you along the way? • How did that help and support enable you to move forward in your career?	(S)	X	X	X	Cantor & Bernay, 1992; Grogan, 1996; Helgesen, 1990; Manera & Green, 1995; Marshall, 1994; McGrath, 1992.
10. What part has gender played in your career path?	(S) (SP)	X	X	X	Astin & Leland, 1991; Becker, 1990; Cantor & Bernay, 1992; Graham, 1979; Grogan, 1996; Lather, 1991; Sherman & Repa, 1994; Swiss, 1996; Wittner, 1984.
11. What or who helped to prepare you for your first superintendency?	(S) (SP)	X	X	X	Cuban, 1988; Grady, et al., 1992; Grogan, 1996; Shakeshaft, 1989a.
ORGANIZATIONAL/COMMUNITY FORCES					
12. Who and what have had the greatest impact on your work?	(OTHR) (S) (SP)	X	X		Adams, 1979; Cantor & Bernay, 1992; Grogan, 1996; Helgesen, 1990; Manera & Green, 1995; Marshall, 1994; Swiss, 1996; Winslow, 1980.
13. What challenges have you encountered as a superintendent? • As a female superintendent?	(OTHR) (S) (SP)	X	X	X	Becker, 1990; Beekley, 1994; Cuban, 1988; Grogan, 1996; Shakeshaft, 1989b; Sherman & Repa, 1994.
14. To whom do you go for help or guidance?	(S) (SP)	X	X	X	Grady, et al., 1992; Grogan, 1996; McGrath, 1992; Pence, 1995; Ryder, 1994; Shakeshaft, 1989a; Swiss, 1996.
15. Explain your leadership style. • To what extent have board policies and competition from other school divisions affected your style?	(OTHR) (S)	X	X		Aburdene & Naisbitt, 1992; Biklen, 1980; Brunner, 1995; Dunlap & Schmuck, 1995; Glasser, 1994; Hart, 1995; Kouzes & Posner, 1987; Van Maanen, 1976.
16. Explain the nature of the media coverage of your tenure so far. • What do you think contributes to that nature?	(OTHR) (S)	X	X		Biklen, 1980; Brunner, 1995; Cuban, 1988; Grogan, 1996; Shakeshaft, 1989a.
17. How does the school board define your role as superintendent?	(OTHR) (S)		X		Getzels, et al., 1968; Grogan, 1996; Hart, 1995; Van Maanen, 1976.
18. How does the community define your role as superintendent?	(OTHR) (S)		X		Getzels, et al., 1968; Grogan, 1996; Hart, 1995; Van Maanen, 1976.

		PROFESSIONAL FORCES		PERSONAL FORCES	SOURCES
		ORGANIZATIONAL	COMMUNITY		
19. How do you define your role as superintendent?	(S)			X	Getzels, et al., 1968; Grogan, 1996; Hart, 1995; Shakeshaft, 1989a; Van Maanen, 1976.
20. Describe the power base in the community, in the school system.	(OTHR) (S)	X	X		Astin & Leland, 1991; Biklen, 1980; Brunner, 1995; Fein, 1990; Getzels, et al., 1968; Grogan, 1996; Van Maanen, 1976.
21. How has it affected your work as superintendent?	(OTHR) (S)	X			Astin & Leland, 1991; Biklen, 1980; Brunner, 1995; Fein, 1990; Getzels, et al., 1968; Grogan, 1996; Van Maanen, 1976.
22. Describe your support base in the community, in the school system.	(OTHR) (S)	X	X		Getzels, et al., 1968; Grady, et al., 1992; Grogan, 1996; Pence, 1995; Van Maanen, 1976.
23. To what extent has it influenced your decisions or caused you to make accommodations?	(OTHR) (S)	X	X		Biklen, 1980; Eagly, et al., 1992; Getzels, et al., 1968; Grogan, 1996; Porat, 1992; Shakeshaft, 1989a; Van Maanen, 1976.
24. How do the expectations of the school system and community compare? • How does this impact your work?	(S)	X	X		Bryant, 1990; Getzels, et al., 1968; Marshall & Kasten, 1994; Strauss, 1972; Van Maanen, 1976.
25. How did you learn the unwritten "rules" of being a superintendent?	(S)	X	X		Astin & Leland, 1991; Cantor & Bernay, 1992; Getzels, et al., 1968; Grady, et al., 1992; Grogan, 1996; Manera & Green, 1995; Marshall, 1994; McGrath, 1992; Ryder, 1994; Shakeshaft, 1989b.
26. To what extent have you personalized your role as superintendent? • Which circumstances have enabled you to do so in your first, second, and third year?	(OTHR) (S)	X	X		Adams, 1979; Astin & Leland, 1991; Becker, 1990; Biklen, 1980; Clegg, 1975; Getzels, et al., 1968; Grogan, 1996; Hart, 1995.

		PROFESSIONAL FORCES		PERSONAL FORCES	SOURCES
		ORGANIZATIONAL	**COMMUNITY**		
PERSONAL FORCES					
27. Describe your vision for the school system.	(OTHR) (S)	X	X	X	Astin & Leland, 1991; Getzels, et al., 1968; Kouzes & Posner, 1987; Manera & Green, 1995.
28. In which ways does being a woman affect your role as superintendent?	(OTHR) (S) (SP)	X	X	X	Becker, 1990; Getzels, et al., 1968; Grogan, 1996; Shakeshaft, 1989a.
29. How does the manner in which you dress affect the people with whom you have contact?	(S)	X	X	X	Adler, 1979; Cantor & Bernay, 1992; Grady & O'Connell, 1993; Sherman & Repa, 1994.
30. How has this job affected your friendships?	(OTHR) (S)			X	Astin & Leland, 1991; Becker, 1990; Gilligan, 1993; Grogan, 1996.
31. How has this job affected your relationships with family members?	(S)			X	Adams, 1979; Astin & Leland, 1991; Barnett, 1992; Becker, 1990; Cantor & Bernay, 1992; Gilligan, 1993.
32. How has this job affected your relationships with other professionals in the school system? • in the community?	(OTHR) (S)	X	X	X	Gilligan, 1993; Grogan, 1996; Helgesen, 1990; Shakeshaft, 1989a; Sherman & Repa, 1994.

Note: PROFESSIONAL FORCES are those influences that affect the work environment, leadership, and relationships of the superintendent; ORGANIZATIONAL includes the educational field--school system employees, college and university educators, and state department employees; COMMUNITY includes local governmental bodies, businesses, industries, school board members, parents of school system, civic/social club acquaintances, and the general public. PERSONAL FORCES are those influences that affect the familial, intrapersonal, and interpersonal relationships and role performance of the superintendent.

Description and Construction of Interview Questionnaires

A combination of structured and semi-structured interview questions will allowed the participants to expand and elaborate on their responses. "It is important to emphasize that the use of the questionnaire does not preempt the open-ended nature of the qualitative interview. Within each of the questions, the opportunity for exploratory, unstructured responses remains" (McCracken, 1988, p. 25). The inclusion of specific questions with prompts facilitated the researcher's identification of the socialization domains and kept the informants focused on the organizational, community, and personal forces. "Qualitative researchers take pride in discovering and portraying the multiple views of the case. The interview is the main road to multiple realities" (Stake, 1995, p. 64).

Superintendent's questionnaire. The superintendent was interviewed five times during the spring of the third year of her tenure; therefore, her questionnaire had five parts (See Appendix A). In the initial interview, her personal history was explored. Information on her childhood, family, schooling, role models, aspirations, and memorable events was gathered. Her professional career history from the time she graduated from college until her appointment to a superintendency was explored in the second interview. It had questions about her satisfaction with classroom teaching, aspirations for administration, community involvement, the impact of her race and gender on her career, and the avenues

which led her to a superintendency. The third and fourth interviews involved the

expectations of the school system and the community for her performance in the

role of superintendent. In the fifth interview the personal forces that influenced

her perception about being a female superintendent, how others perceived and

reacted to her personally and professionally, and how the superintendency affected

her life were targeted.

Informant's questionnaire. Informants from the central office and

administrative staffs, along with school board and community members, were

interviewed once for approximately two hours with the same three part

questionnaire (See Appendix A). The first part consisted of biographical

questions about the informant which gave the researcher basic information about

the informant's life and interactions with the superintendent. "Collecting these

details in this way helps both to cue the interviewer to the biographical realities

that will inform the respondent's subsequent testimony and to make sure that all of

this material is readily at hand during analysis" (McCracken, 1988, p. 34). The

organizational and community forces comprised the second part in which

questions addressed the nature of her interaction with power structures, notable

events, the news media, requirements of the job, her leadership style, and how they

impacted her role as superintendent. In the last part of personal forces, the

informants were asked about their perceptions of her role as a female

superintendent and how her role as superintendent affected her personal

relationships and life, her vision for the school system, and how her gender

affected public acceptance.

Spouse's questionnaire. The superintendent's spouse was interviewed once

with a questionnaire consisting of two parts. In the first part of the interview, the

effects of organizational and community forces and how they impacted her role as

superintendent were explored. In the second part, questions concerned his

perspectives on her role as a female superintendent and its effect on her personal

life.

Coding

The purpose of this study and the key issues involved need to be kept at the

forefront during data collection (Stake, 1995). Codes were used to facilitate the

identification of the socialization forces. A beginning list of codes and their

operational definitions was derived from the research questions, the socialization

model, and the literature review (See Table 3). The initial list was revised during

data collection process and analysis as new categories of socialization influences

emerged, as a deeper understanding of the culture became evident to the

researcher, or as new dimensions of the study were found.

Table 3

Crosswalk Table of Socialization Domains, Definitions, Research Questions, Codes, and Sources

CONCEPTS FROM THE SOCIALIZATION MODEL	DEFINITIONS	RESEARCH* QUESTIONS	CODES	SOURCES
Organizational Forces (ORG)	Influences coming from events or such people as those within the general educational field comprised of the school system employees, college/university personnel, and state department of education employees.	#1., 1A., 1B. 4., 4A., 4B.	ORG	Adams, 1979; Cantor & Bernay, 1992; Grogan, 1996; Helgesen, 1990; Manera & Green, 1995; Marshall, 1994; Swiss, 1996; Winslow, 1980.
Expectations (EXP)	Assumptions about what is considered normal, based on prior experience or cultural views. (They apply to organizational, community, and personal forces.)	#1., 1A., 1B. 3. 4., 4A., 4B.	ORG-EXP COM-EXP PER-EXP	Grogan, 1996; Schein, 1992; Shakeshaft, 1989a; Sherman & Repa, 1994; Van Maanen, 1977.
Values (VAL)	Standards or beliefs that are considered to be correct, appropriate, or moral for this particular organization. They include tacit requirements for speech, demeanor, appearance, and behavior.	#1., 1A, 1B. 2. 3. 4., 4A., 4B.	ORG-EXP-VAL	Blackmore, 1993; Cooper, 1995; Gosetti & Rusch, 1995; Grogan, 1996; Schein, 1992; Van Maanen, 1977.
Leadership style (LDRSHP)	Personal ability to persuade, influence, or inspire others towards a common organizational goal. It includes variations of autocratic and participatory leadership styles.	#1., 1A., 1B. 2. 3. 4., 4A., 4B.	ORG-EXP-LDRSHP	Glasser, 1994; Grogan, 1996; Kouzes & Posner, 1987; Shakeshaft, 1989a; Stivers, 1993; Wesson & Grady, 1994.
Job knowledge (JBNO)	Skills or expertise in knowing how to accomplish organizational goals or tasks in such areas as finance, personnel, curriculum,, public relations, and facilities.	#1., 1A., 1B. 3. 4., 4A., 4B.	ORG-EXP-JBNO	Cuban, 1988; Shakeshaft, 1989a; Strauss, 1972.
Community Forces (COM)	Influences coming from the local governmental bodies, businesses, industries, school board members, parents of the school system, civic or social club acquaintances, and the general public.	#1., 1A., 1B. 3. 4., 4A., 4B.	COM	Adams, 1979; Cantor & Bernay, 1992; Grogan, 1996; Helgesen, 1990; Manera & Green, 1995; Marshall, 1994; Swiss, 1996; Winslow, 1980.
Values (VAL)	Standards or beliefs that are considered to be normal, correct, appropriate, or moral for this community. They include requirements for speech, demeanor, appearance, and behavior.	#1., 1A., 1B. 3. 4., 4A., 4B.	COM-EXP-VAL	Cuban, 1988; Getzels, et al., 1968; Grogan, 1996; Shakeshaft, 1989a.

CONCEPTS FROM THE SOCIALIZATION MODEL	DEFINITIONS	RESEARCH* QUESTIONS	CODES	SOURCES
Leadership style (LDRSHP)	Personal ability to persuade, influence, or inspire others toward the educational goals of the community.	#1., 1A., 1B. 4., 4A., 4B.	COM-EXP-LDRSHP	Aburdene & Naisbitt, 1992; Biklen, 1980; Brunner, 1995; Dunlap & Schmuck, 1995; Glasser, 1994; Grogan, 1996; Hart, 1991; Kouzes & Posner, 1987; Van Maanen, 1976; Wesson & Grady, 1994.
Job knowledge (JBNO)	Skills or expertise in knowing how to accomplish the educational goals of the school system and community in such areas as finance, personnel, curriculum, public relations, and facilities.	#1., 1A., 1B. 3. 4., 4A., 4B.	COM-EXP-JBNO	Adams, 1979; Cuban, 1988; Shakeshaft, 1989a; Sherman & Repa, 1994; Swiss, 1996.
Transmittal Mechanisms (TM)	Processes that facilitate the acquisition and maintenance of knowledge about how the organization and community expect the superintendent to behave.	#1., 1A., 1B. 3. 4., 4A., 4B.	TM	Astin & Leland, 1991; Bryant, 1990; Getzels, et al., 1968; Grady, et al., 1968; Grogan, 1996; Marshall & Kasten, 1994; Strauss, 1972.
Networking (NTWKG)	Process of establishing casual, social relationships with people who provide support, information, or political connections.	#1., 1A., 1B. 3. 4., 4A.	TM-NTWKG	Astin & Leland, 1991; Cantor & Bernay, 1992; Cuban, 1988; Getzels, et al., 1968; Grady, et al., 1992; Grogan, 1996; Manera & Green, 1995; Marshall, 1994; McGrath, 1992; Ryder, 1994; Shakeshaft, 1989a.
Mentoring (MNTRG)	Process of establishing close, professional relationships focused on career enhancing assistance, guidance, and sponsorships which help the superintendent to sense and interpret the expectations of the organization, community, and self.	#1., 1A., 1B. 3. 4., 4B.	TM-MNTRG	Astin & Leland, 1991; Cantor & Bernay, 1992; Grogan, 1996; Helgesen, 1990; Swiss, 1996; Winslow, 1980.
Dynamic Role Creation (DRC)	Evolutionary process of a unique role through the combination of accommodation and role personalization. This process moves the organization toward a superintendent's vision.	#1., 1A., 1B. 2. 3. 4., 4A., 4B.	DRC	Biklen, 1980; Eagly, et al., 1992; Getzels, et al., 1968; Grogan, 1996; Porat, 1992; Shakeshaft, 1989a; Van Maanen, 1976.
Accommodation (ACC)	Adaptations or changes in behavior or skills resulting from organizational or community expectations; reorienting behavior toward expectations from inside and outside a school system.	#1., 1A., 1B. 2. 3. 4., 4A., 4B.	DRC-ACC	Cantor & Bernay, 1992; Clegg, 1975; Hart, 1991; Katz, 1979.

CONCEPTS FROM THE SOCIALIZATION MODEL	DEFINITIONS	RESEARCH* QUESTIONS	CODES	SOURCES
Role personalization (RPER)	Ability to integrate personal preferences or characteristics into the superintendent's role. It is the extent that she is able to do things her way.	#1., 1A., 1B. 2. 3. 4., 4A., 4B.	DRC-RPER	Adams, 1979; Astin & Leland, 1991; Becker, 1990; Biklen, 1980; Clegg, 1975; Hart, 1991; Van Maanen, 1976.
Personal Forces (PER)	Influences that affect her performance in the role of superintendent. Sources of personal influence include the superintendent, her family, and friends.	#1., 1A., 1B.	PER	Astin & Leland, 1991; Baber & Allen, 1992; Becker, 1990; Cantor & Bernay, 1992; Gilligan, 1993; Hart, 1991; Helgesen, 1990; Wittner, 1984.
Background (BCKGRND)	Life experiences or circumstances from birth through the end of the project period which affect how the superintendent performs her role.	#1., 1A., 1B.	PER-BCKGRND	Astin & Leland, 1991; Baber & Allen, 1992; Becker, 1990; Cantor & Bernay, 1992; Gilligan, 1993; Hart, 1991; Helgesen, 1990; Wittner, 1984.
Childhood experiences (CHLDHD)	Notable events occurring during the first 18 years of life which affect how the superintendent performs her role.	#1., 1A., 1B.	PER-BCKGRND-CHLDHD	Astin & Leland, 1991; Baber & Allen, 1992; Becker, 1990; Cantor & Bernay, 1992; Gilligan, 1993; Hart, 1991; Helgesen, 1990; Wittner, 1984.
Family history (FAMHIST)	Socio-economic facts about parents, siblings, grandparents, and extended family members of interest which affect how the superintendent performs her role.	#1., 1A., 1B. 3.	PER-BCKGRND-FAMHIST	Astin & Leland, 1991; Baber & Allen, 1992; Becker, 1990; Cantor & Bernay, 1992; Dardaine-Ragguet, et al., 1994; Gilligan, 1993; Hart, 1991; Helgesen, 1990; Sherman & Repa, 1994; Wittner, 1984.
Educational preparation (EDPREP)	Formal educational experiences from six years until graduation from college with an undergraduate degree which affect how the superintendent performs her role.	#1., 1A., 1B. 3.	PER-BCKGRND-EDPREP	Astin & Leland, 1991; Gross & Trask, 1979; Katz, 1979; Lamb, et al., 1979; Schuster & Foote, 1990.
Career path (CAR)	Succession of experiences or adventures in the field of education or in another occupation.	#1., 1A., 1B. 3. 4.	PER-BCKGRND-CAR	Astin & Leland, 1991; Cantor & Bernay, 1992; Katz, 1979; Stivers, 1993; Swiss, 1996; Tonnsen & Truesdale, 1993; White, 1992.

CONCEPTS FROM THE SOCIALIZATION MODEL	DEFINITIONS	RESEARCH* QUESTIONS	CODES	SOURCES
Job (JOB)	Personal opinion of the skills or expertise involved in knowing how to accomplish organizational goals or tasks in such areas as finance, personnel, curriculum, public relations, and facilities.	#1., 1A., 1B.	PER-EXP-JOB	Adams, 1979; Becker, 1990; Grogan, 1996; Hart, 1991; Shakeshaft, 1989a.
Gender-role values (GNDRL)	Beliefs shaped by her female perspective and experiences that are unique to her (what it means to be a female superintendent).	#1., 1A., 1B. 2. 3.	PER-EXP-GNDRL	Astin & Leland, 1991; Beekley, 1994; Cantor & Bernay, 1992; Cooper, 1995; Grogan, 1996; Shakeshaft, 1989a; Sherman & Repa, 1994.
Vision (VISN)	Future state or desired outcome that she determines is worthy of accomplishing. It is the basis for her personal thoughts and actions which are influenced by organizational and community expectations in combination with her personal values.	#1., 1A., 1B. 2. 3. 4.	PER-EXP-VISN	Astin & Leland, 1991; Getzels, et al., 1968; Hart, 1991; Kouzes & Posner, 1987; Manera & Green, 1995; Stivers, 1993.

Note: *References to research questions are denoted by numerals.

1. How do organizational, community, and personal forces, individually and collectively, influence the socialization of a female superintendent?
1A. To what extent are these forces known to the superintendent and how does she become aware of them?
1B. How does her awareness impact her socialization?
2. To what extent and in what ways does she personalize her role?
3. How does gender impact her socialization into the superintendency?
4. How are the organizational and community expectations transmitted to the superintendent?
4A. To what extent is networking part of the transmittal process?
4B. To what extent is mentoring part of the transmittal process?

<u>Validity of the Interview Questionnaires</u>

Validity is a determination of whether a study is true to the researcher's purpose and of whether the instruments measure the intended subject. In a qualitative study which seeks the perceptions of humans, highly subjective, sometimes conflictual data resulting from the study has to be interpreted; therefore, it is important to establish credibility and a procedure of checks and balances. "To the extent that answers correlate in predictable ways with the answers to other questions, there is evidence that they are measuring what the researcher was hoping to measure" (Fowler, 1993, p. 139). Evidence of content and concurrent validity will be provided.

Content validity is the degree to which the questions represent the domains of the socialization model identified in this study. Through a review of the literature, the researcher derived a model of the forces affecting the socialization of female superintendents. Domains of questions were derived from the model and specific questions were developed for each domain. In Table 2 the interview questions were connected to the designated informants, the major domain(s) specified for each question, and the appropriate literature sources. Two other procedures were used to assess the validity of the content of the interview questionnaires. Committee members were asked to review each research question and its related interview questions to determine if they believed the questions

would produce the data needed to answer the research questions. Six aspiring

female superintendents were asked to review the interview questions to determine

whether each one would produce information that would help them understand the

socialization forces that they would experience as a beginning superintendent.

Concurrent validity is the extent that separate instruments or measures yield

similar results (Ary, et al., 1996). For this study, seven categories of informants

consisting of the superintendent, her spouse, her personal secretary, central office

personnel, building administrators, school board and community members

responded to three separate, but related, questionnaires. Data from the informants

identified the forces affecting her socialization. The resulting consistencies or

inconsistencies in identified forces due to an angle of view or wrong information

would be an indication of the validity of interviewees' responses (Rubin & Rubin,

1995).

Data confirmation was facilitated by the collection of data from interviews,

the fall 1994-spring 1997 division newsletters, the August 1994-April 1997 school

board minutes, and the fall 1994-spring 1997 issues of the local newspaper. "Data

source triangulation is an effort to see if what we are observing and reporting

carries the same meaning when found under different circumstances" (Stake,

1995, p. 113).

Reliability of the Interview Questionnaires

Reliability is the extent that an instrument is dependable or consistent in terms of the results which should be replicable given similar circumstances (Ary, et al., 1996). Qualitative research does not lend itself to replication due to its descriptive, interpretative nature; however, the concept of reliability is appropriate (Merriam, 1988). In this study, evidence of reliability or dependability was facilitated by intercoder reliability, member checking, and triangulation which support reliability as well as internal validity.

"Intercoder reliability" (Miles & Huberman, 1994, p. 64) was assessed by having the researcher and another person separately code 10 randomly selected pages of transcribed data for comparison. This process was completed once a week during the four-week interview schedule to make sure that the operational definitions of the codes remained legitimate and that the researcher remained unbiased. A few discrepancies resulted in the revision of codes that were simplified for clarity.

"Member checking" (Stake, 1995, p. 115) was used to allow all informants to examine and react to copies of their own transcribed data. This procedure enabled direct feedback concerning accuracy of the data and identified any needed clarification which enhanced the internal validity of the data. A disadvantage of

this approach could have occurred if there were discrepancies; however, there were no discrepancies discovered.

<div align="center">Documents</div>

Documents were printed material or information obtained electronically that were relevant to this study, and their usage followed similar procedures as the interview data (Merriam, 1988; Stake, 1995). Documents were used to verify data obtained from the interviews and to supply additional sources of data. Three categories of documents were read and coded by the researcher to look for the organizational, community, and personal forces that influenced the superintendent's socialization: To address the research questions, the three included (1) school division publications such as newsletters and annual reports, (2) local newspaper articles concerning this particular superintendent, and (3) school board minutes. All documents spanned the time frame beginning with the school system's superintendent search and extending through the summer of 1997.

The following questions guided the reading of these documents:

1. Which organizational forces (expectations for values, leadership style, or job knowledge) were evident?

2. Which community forces (expectations for values, leadership style, or job knowledge) were evident?

3. Which personal forces (job, gender-role values, or vision) were evident?

4. Which transmittal processes were used to communicate the organizational and community expectations?

5. How did the superintendent accommodate to expectations from either the organization or community?

6. How did she personalize her role as superintendent?

7. Were there positive or negative responses or reactions present as a result of her accommodation or role personalization?

Methods of Data Analysis

"Data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study" (Yin, 1994, p. 102). For this study, the purpose of data analysis was to accurately identify the socialization forces, the transmittal mechanisms, and the resulting accommodations and role personalization affecting this superintendent's socialization. Actual analysis began during the interview process and document review, and it continued and evolved as the researcher took notes of impressions during the interviews, coded transcribed data, and examined the relevance of data to the research questions and proposed socialization model (Merriam, 1988; Rubin & Rubin, 1995; Yin, 1994).

Matrices

One type of matrix was used to organize data systematically. A "role-ordered matrix" (see Appendix B) illustrated the similarities or differences of informants' perspectives in two ways. First, comparisons were noted among informants' roles or relationships to this superintendent. For example, perspectives from the organization, community, and personal levels were displayed. Second, comparisons were noted among informants in the same role (Miles & Huberman, 1994, p. 122). For example, the perspectives of three school board members were important to the interpretation of the data.

Anonymity and Confidentiality

There were negligible risks to the informants in this study because they were asked for voluntary responses in the form of opinions and perceptions. If they did not feel comfortable answering a question, they were not pressured to respond. All responses were confidential.

Except for the superintendent who was known to all, none of the informants had access to the identities of other informants. The primary subject was neither involved in the selection of participants, nor was she aware of responses linked to specific participants who are identified only by a letter of the alphabet; for example, Organizational Informant A or Community Informant B.

The researcher maintained a file of tapes, transcripts, and other data. No one, except the researcher and her committee members, had access to the file. In addition, the tapes were destroyed when the dissertation was completed and accepted by the university.

Limitations

Participants in the interviews were asked for their opinions concerning another person's socialization which is a complex and subjective issue; therefore, this study was limited to their perceptions and the interpretations of the researcher. There were no informants from the local educational association and the only lower-level informant was a friend of the superintendent. The resulting opinions tended to be positive and supportive of the superintendent; therefore a full range of opinions may not have been tapped. Two additional school board members declined the interview invitations.

CHAPTER 4

THE RESULTS

In this chapter the case-study subject's socialization into the role of a superintendent is explored through her unique experiences as influenced by personal and professional forces in accordance with the socialization model introduced in Chapter One. She is referenced by the pseudonym of Ann Jones. Supporting data for the findings is in Table 4 (See Appendix B).

Personal Forces of Socialization

Ann Jones walks into the room, and by her presence alone one realizes that she is someone special. She is statuesque, poised, and well-dressed. Her words are delivered with an engaging smile. As the chief executive officer of a large school system, she is an impressive woman whose socialization into a non-traditional female role started very early in her life.

Background

She was reared in a traditional family. Her father worked for the highway department as a laborer and after World War II for a steel construction company. He often traveled to job sites in different states. "My dad went as far away as Michigan and New York, but always came home on the weekends." Her mother was a homemaker who was "perfectly content to stay at home and wait for his return."

She is the oldest of three children who were taught lessons of hard work, academic preparation, self-discipline, and achievement by parents and grandparents. German-Scotch-Irish ancestors provided a puritan work ethic as the "only way to get ahead in the world." Because they lived in the country, gardening was important along with required chores that the children were expected to plan and complete before the week's allowance was granted. "What I enjoyed and what I did were sometimes two different things. I loved reading, but I didn't particularly enjoy getting dirty." Ann enjoyed the sense of accomplishment and the money which she was allowed to spend as she desired on things like Vogue magazines.

A combination of childhood circumstances enabled Ann to become self-confident and to envision goals far beyond those of ordinary young children. For a period of time, the family lived with her maternal grandparents, and she spent much time with her "feisty" grandmother who encouraged her dreams and ambitions. Her parents provided her with music lessons which they believed to be important, and her first outside job by age 12 was playing the piano at her church. For several years, she had been "enamored" with the church pianist, and she set a personal goal to also become a pianist at the church. This goal was accomplished through Ann's practice and perseverance.

One summer the family rented a house in Annapolis, Maryland, because her father had a job there. She could walk anywhere she wanted to go, and she joyfully experienced life in the "big" city with all the sights and sounds. "For a country girl, that was a big eye-opening experience." As a family, they spent weekends exploring Washington, DC. Her parents really wanted to relocate to Annapolis, but Ann was determined to return to her country home, even if it meant living with aunts and uncles. Due to Ann's influence, the family decided not to move to Maryland.

Her parents instilled a love of learning and reading in their children. Their mother was the first teacher who taught them to read before they entered school. "While they didn't have a textbook education themselves, they had a high regard for education and my mom's older sister was a teacher." Learning was an important part of their lives with "tons of homework" that was always finished along with extra memorization exercises.

Her parents modeled an expectation for community involvement. As a family, they were required to attend church, sports, and community activities regularly, whether or not they participated. Their mother was heavily involved with church activities and their father was active in rural civic clubs.

Ann's early accomplishments resulted from her determination to achieve her own goals along with the consistent support and nurturing of her family. At an

early age, she had already decided that she wanted to work outside the home like her aunts, that she could control her destiny, and that she could learn from the people she admired. "I was just always pretty stubborn and hardheaded then. I never took direction real well, but they loved me anyway."

Her immersion into the academic world of higher education yielded an opportunity to revise her family's expectation that she become a secretary. "My family very much wanted me to be a secretary because that didn't require as much education. Their budget was very tight." For the first time in her life, she lived away from her parents, but she did not like the busy, noisy dorms and often escaped to the solitude of the library. A much admired professor sparked a desire to major in history, and with her usual determination and the support of her family, she changed colleges, became a day student, and decided to become a secondary teacher. "I always had sort of an independent streak, didn't want much to work for somebody else." She never accomplished the latter goal entirely, because she began her formal career as an elementary teacher and never taught in high school.

A memorable event during her first year of teaching was her marriage to a man described by her as a "good choice in a life partner." "I guess to say we hit it off immediately would be an understatement." He was protective, yet supportive, just like her parents. During their first ten years together, she stayed "close to home" and really had no aspirations for advancement. However, her desire to

excel in the teaching profession prompted her to continue learning about elementary schools and taking courses that would enhance and broaden her knowledge in all instructional areas.

Her expertise in the classroom and leadership ability were noticed by her principal and throughout the community. The mentoring process for her started at this time. After eight years in the classroom, she became an obvious candidate for a part-time assistant principalship and was appointed by the superintendent. He knew about her reputation from her principal and former parents who were by then school board or influential community members. During this time, she completed college requirements to earn a master's degree and by chance had enough credits to become certified in administration. "This career sort of happened more with serendipity than with planning. I had taken a lot of courses simply because I've always loved taking courses and teaching."

Ann's leadership abilities evolved and became more apparent to her superiors. She continued to be offered opportunities to assume more responsibility. She stated, "They saw it before I did." Her next job for four years was a full-time assistant principal at the elementary level. While sitting on the front steps of the school in the summer of the fourth year, she received a telephone call from the superintendent who told her to report to the central office the next day as an instructional supervisor.

The pattern of support expanded as colleagues and immediate supervisors in the central office offered her guidance. She said, "They took me under their wing and sort of told me the ropes and that sort of thing." Ann remained in that position for twelve years while she completed a doctorate in educational administration and was eventually promoted to director of elementary education. She held that position as the first female director in the school system for four years under the supervision of the assistant superintendent for instruction who also became a mentor and friend.

The first position to which she admittedly aspired was the assistant superintendency. "For once in my life, I knew what job I wanted and I wanted that one." She greatly admired the man who held that position, so she watched him, learned from him, and "tried to figure out what he did and what his job included." She accomplished that goal and was promoted as the first female assistant superintendent in the school system.

Ann's tenure as an assistant superintendent was carefully directed by the male superintendent who consistently involved her in all aspects of operations and management. When the superintendent decided to retire, she wanted the job and she knew she could do it. "I couldn't figure out who else I wanted to be the superintendent that I would work for next, so I decided that maybe I would just try and do it myself."

<u>Her Expectations</u>

Certain factors made her think that she was suitable for the position. Her associations with college professors and textbook writers left her the impression that they did not believe superintendents knew much about instructional issues; therefore, her expectations about the superintendency included an omnipotent-like role of a "be all, and know all person who tries to keep the focus on teaching and learning."

Ann did not believe that her gender was a disadvantage to her candidacy because she considered herself well-qualified. She had extensive instructional experience resulting from a successful thirty-year career. Furthermore, she believed, "So far as I could tell, I could do the technical parts of these jobs, so they were not necessarily men's jobs."

She thought that success in any position demanding an extraordinary amount of time required a single person or a highly supportive family structure, and her husband provided the latter. "He was never jealous of my success and he never needed me to stay home or anything like that." Her professional responsibilities had always assumed so much of her time that she had learned to be very careful to include family and friends in her busy schedule.

A major factor which supported her candidacy was the status of the appointed school board which was in transition to an elected membership; the

appointed members were interested in stability for the school system. Community

Informant A stated, "We wanted the best person for a superintendent, and I felt

like we got that in Dr. Ann Jones."

Ann's instructional expertise, in-depth knowledge about the system, and

confidence in her own ability enabled her to envision making the system the best

in the area. She did not consider herself as the creator, but the torch bearer for

quality education.

Within six months of her appointment, four out of five original school board

members who voted for her were replaced by elected members. The

superintendency that she inherited from her mentor was vastly different because

many traditions were no longer recognized. She was required to create a unique

role as a female superintendent who was expected to balance the changing needs

of the students, the school system, and the locality.

Professional Forces of Socialization

The professional forces are those combined influences originating from the

school system and the community at large. To understand this unique

environment in which this superintendent functions, a regional description is

provided.

The geographical area in which Ann lives and works is in the southeastern

section of the United States. The area has a population of approximately 230,000

citizens (Dunbar & Griesenbrock, 1996, p. 6). The median per capita income for workers is $22,824 which places it "as one of only 14 metropolitan areas in the southeast with a median income higher than the national average" (p. 16).

Although it is a suburban area, it has many cultural and economic attractions which make it seem cosmopolitan and sophisticated. It has a cultural arts complex which features theater, ballet, and visiting national and international artists. The proximity of an interstate highway system and a major airport make it an important center of economic and tourist interest.

There are four public school systems in the area that offer a wide range of programs, including magnet schools, the Governor's School for Science and Technology, and International Baccalaureate courses offered at the secondary levels (Dunbar & Griesenbrock, 1996). There are 12 private schools that offer a wide array of secular and parochial training.

Ann Jones works in the largest system in the area with 17 elementary, four middle, and four high schools (Dunbar & Griesenbrock, 1996). With more than 13,000 students enrolled, it consistently receives recognition for outstanding academic achievement in reading and math. Since 1992, students have scored at least 10 percentage points above state averages on standardized tests (Dunbar & Griesenbrock, 1996).

<u>Organizational Expectations for Values</u>

Organizational Informants A, B, E, and F (See Appendix B) expected the superintendent to reflect the respective values that enabled this system to maintain its long-standing, positive reputation. There was an overall perception that Ann's reputation for high moral and ethical standards contributed to her personal and professional credibility; therefore, these informants thought that her superintendency enhanced the school system's credibility which was crucial politically. Informant E said, "We expect her to get them (the community) to see that without a good school system, economic development will not happen." Informants A, B, C, D, E, and F proudly spoke of her prudence and courage. She even described herself as the "defender of the fortress." In consideration of the values desired in a superintendent, the three male organizational informants used descriptors such as toughness and political savvy. The three female informants expected her to be caring, professional, and flexible.

<u>Organizational Expectations for Leadership Style</u>

Her leadership style was characterized consistently by all organizational informants as participatory, fair, and active. While they expected to be apprised of and included in the decisions of the school system, they also wanted her to be visible and actively involved. Informant A described Ann as somewhat "hyper." Ann described herself as a "female leader who cares about including and

cultivating people," but also as a "woman boss and you've just got to learn to live with her." No other informants used gender references to her leadership. Her use of strict time management was mentioned by Organizational Informants B, C, E, F and by Ann who explained it as a way to equitably handle her busy schedule, and to facilitate her visibility and involvement. Ann said, "I think the staff thinks that I probably schedule my life too much; therefore, I tend to rush things, but nobody has to wait two weeks to see me."

Organizational Expectations for Job Knowledge

One of the most mentioned comments was that when she had a weakness in an area, she would do whatever was necessary to correct it. Organizational Informants A, B, D, and E noted that her lack of secondary experience was perceived as a hindrance at first, but they acknowledged that she compensated for any deficiencies. All informants commented that she worked hard to learn about areas such as personnel, finance, and construction. It was not as vital that she did not know about these areas because as Organizational Informant E explained, she was expected to perform as a problem identifier and solver. In addition, they appreciated her instructional background because it enabled her to understand issues related to student performance which was always an area of controversy with the public. Ann reflected similar thoughts about instructional issues when she said, "That's one of those things that I know enough about to just come right

out and sit down knee-to-knee and say, 'What happened in this school?' and 'How are we going to get ourselves refocused on this?'"

Community Expectations for Values

Community Informants A, B, C and D considered honesty, openness, and accessibility as the key values for Ann. They expected her to be on "top of everything going on" and to have "thick skin" and courage at all times. Their high expectations of "cutting edge performance" centered around her accountability in the role of superintendent, as Community Informant B said, "to get the work done and to be able to deal with the political issues involved." They expected her to transmit community values to school system employees, because the community shapes the organization through her. Ann was aware of their expectations because she said, "The voices of the community make up a context in which the school system must operate and be responsive to them."

Community Expectations for Leadership Style

Community Informants B, C, and D expected her leadership style to be flexible due to the change in the school board from appointed to elected. The appointed board hired her to maintain the leadership style of the former superintendent. Community Informant A said, "We wanted to work with her like we did with the former superintendent." However, the elected board expected her to meet new challenges as revealed by Community Informant B, "The public pays

her salary with tax dollars, and we want to know that she is meeting our diverse needs." This change in the school board and its effect on her leadership style was mentioned by each community informant. The elected board expected her to be more directive and autocratic because she was expected to be the "person in charge." As stated by Community Informant B, "She is a woman with power."

Community Expectations for Job Knowledge

Community Informant D thought that the nature of Ann's job included the "outward responses to the community as well the inward aspects of leading the organization." "Outward responses" were further explained to be the political knowledge and expertise required for her to be an effective advocate for the school system's needs. Community Informant C said, "We expect her to be able to justify the financial resources needed for the school system." She was often questioned during financial and budget presentations; therefore, she was always prepared with documentation or a plan to collect the required information. Ann said that she did not fear a question that she could not answer, and she always responded, "I don't know, but give me twenty-four hours and I'm sure we can get you a response to that."

Community Informants A, B, and C expected her to be the liaison between the organization and community, but they did not generally view the relationship as being adversarial. However, Community Informant D said that several years of

construction problems and cost overruns related to building projects had created some dissonance with the area's governing body.

Community Informants A, B, C, and D expressed confidence that her long tenure in the school system afforded her sufficient knowledge about curriculum, finance, and personnel; however, they expected that she continuously stay informed. Informant B said, "The elected school board relies heavily on her for guidance and major decisions." She was expected to provide them with the organizational and educational knowledge they needed to govern the school system.

Transmittal Processes

The organizational and community expectations transmitted to her gave her the pertinent information needed to perform her role as superintendent. In this school system, employees and the public had many opportunities to interact and share their perspectives with her. Ann maintained an open door policy, which meant that no appointments were required to see her, and she answered her own telephone.

Organizational Informant D and Community Informants B, C, and D believed that her gender served as a buffer. In general, they believed that the public was less likely to speak disrespectfully to her or use profanity when they addressed concerns. Community Informants C and D thought that it was

"politically incorrect" to speak disrespectfully to her. Community Informant D added that "certainly nobody would ever do it in an election year."

Community Informants B, C, and D stated that citizens often went directly to school board members who then addressed concerns with Ann individually; however, there were instances in which members redirected the questions or comments to the appropriate staff person. Organizational Informants A, B, and C said that the latter did not occur as much as they would prefer, and that comments were quite candid. Organizational Informant C said, "They (the school board) want more hands-on in day-to-day things that are done and in decisions that are made."

Ann stated that she usually spent one to two hours per day communicating directly with school board members. She often got numerous faxes from members requesting information and reports. This issue concerning the frequent faxes and staff time required to respond was discussed at several school board meetings. Community Informant B requested that the questions be submitted in writing and that all correspondence be shared with all members. The disagreement over this issue caused such an uproar that one school board meeting ended abruptly; however, at the next meeting, the differences were discussed and a compromise was reached.

Formal Policies

The superintendent got written information about job expectations from two documents. They were her contract and annual review. Her four-year employment contract specifically defined the respective roles of the superintendent and the school board. She stated that sometimes there was a "tug of war" to get things done, and she had to remind the school board of their role by copying her contract and reviewing it with them. Their role was one of policy making and not one of policy management; however, her employment was at their discretion and she stated, "I must often juggle the priorities of the school system, school board, and community at large."

The elected school board members represented different constituencies that had very different views on public funding; therefore, the priorities chosen and subsequent allocation of funds were influenced by the politics in this area. Some dissension on the school board resulted in the recent hiring of an out-of-town attorney to attend all school board meetings in order to advise the board on legal and financial matters concerning state and local codes.

All informants including her spouse mentioned the annual evaluation as a primary means of transmitting expectations to Ann. The annual evaluation included recommendations, commendations, suggested changes in her responsibilities or duties, and goals for the next school year. According to

Community Informants B, C, and D, the exchange of information was candid and open. She was expected to seriously consider their suggestions and translate them into improvement of the school system. It was her responsibility to decide how things are done, but the school board expected to determine what was done.

Media

News in the schools was covered by a combination of the local television, radio, and newspapers. Three different newspaper reporters covered the news for the local newspaper in the last six years. Organizational Informant A said, "In the past we have had some reporters who tried to create stories, but, fortunately, during most of the time that she's been superintendent, Joe Johnson has been a writer who doesn't make news, he reports it." Organizational Informants B, C, D, E, F, and Community Informants A, B, and C agreed that generally the publicity for the school system and the superintendent was fair and positive, although the media were always interested in a newsworthy story. For example, when the local newspaper reported on an alleged child abuse incident by a school employee, they included Ann's actions to correct school board policy. During her tenure in the superintendency, each controversial story in the local newspaper had a reference to her actions or a quote from her. The only additional comment about the local media came from Community Informant D who bemoaned the existence of a local

television program that let "idiots embarrass themselves by distorting educational issues and concerns."

Organizational Informants A, B, D, and Community Informant A reported that Ann inherited this positive relationship with the media from the former superintendent who had already established the guidelines. The media were always kept informed, included in meetings, and were treated with respect. Their questions were either answered directly, or reporters were told that a response could not be given at the time. An assistant superintendent was responsible for public relations, but the media tended to "go to the source (the superintendent) for information" as stated by Organizational Informant C.

From the time of her appointment in February through September of her first year, there were seven newspaper stories about her new position. For example, headlines like, "County's Next Superintendent Took Long Road to Top," "What Others Have To Say About Ann Jones," "New Superintendent Prepared For Challenge," and "Stability In The Face of Change," were used, but some of the novelty wore off during the remainder of the school year. In June of the following year, the newspaper ran a feature story about her successful first year as a superintendent that was entitled, "Busy Year for County's School Chief." Because Ann was the first female superintendent for this system and media attention tended to be focused on her, she learned how to use her high profile to promote the

schools and their programs instead of herself. During her second and third years, the news stories were focused on the school system instead of on Ann Jones.

Mentoring

Mentoring was an important, on-going process that facilitated Ann's advancement through the ranks of this school system. She often admired people who had the skills or knowledge that she wanted to learn, and she sought their support and guidance. She stated that some people probably thought she was a "brown noser." "I always wanted to be able to communicate with the people that I felt were making the decisions, and I guess I had more of an interest than I knew in being promoted." Mentors continued to be Ann's friends and supporters throughout her career, and collectively they advocated each promotion.

Ann's first mentor was the first principal for whom she worked fifteen years. He enhanced her leadership ability and skills by "allowing me to take responsibilities and try new things," Ann said, "The greater compliment than patting you on the back is getting greater responsibilities." Her next mentors were the director of elementary education, the assistant superintendent, and the superintendent. Each in his own way facilitated her learning the new job and skills. She continually increased her visibility and credibility. Organizational Informant D stated that she had always worked for "real fine people who gave her every opportunity to get experience in all areas."

People outside the organization also impacted Ann's career. College professors with whom she worked during her master's program urged her to seek administrative certification. During her doctoral program, professors encouraged her to seek the superintendency. She had a special relationship with one college professor who she remembered as a "good listener who gave her guidance and confidence in her ability to be a superintendent." Ann's spouse said that he could tell that she enjoyed her classes with him and that she might want to be a superintendent someday.

Former parents whose children she had taught or acquaintances who were aware of her leadership abilities actively supported her. Her first appointment was encouraged by central office members who lived in her neighborhood. Over the years, she taught the children of an assistant superintendent, a school board chairman, and a country supervisor. Later on, she had the support from community people who were former students or with whom she had contact. Some of them became CEO's of local industries, important business owners, or school board members.

Networking

Ann's positive reputation has been built with more than thirty years of encouragement; however, the mentoring processes that were vital to her advancement evolved into a support base maintained by networking.

Organizational Informant B said, "She gets things done by working with people. She is out there all the time, talking, and working with people." She nurtured and sustained the organizational respect because she regularly visited the schools, attended sporting events, and she met with the local teachers' association and the PTA. Her concern for all employees was demonstrated regularly. For example, Community Informant B was amazed at her attendance at a go-cart race in which an assistant principal was participating.

Ann enjoyed her community contacts that enabled her to interact with the public and to communicate or explain the school system's needs. She served on numerous administrative boards for the fine arts, banks, colleges, service groups, and professional educational organizations. Because her visibility was so extensive, she also got information directly from various parts of the community which was often very candid. She served as the "point person" (Community Informant B) to advocate the schools and sometimes took the "brunt of criticism along with the accolades." Ann believed, "Probably a third of the people in this area do not know my name, but they come directly to the superintendent as the person in charge."

Female Superintendent's Socialization

Dynamic Role Creation

Dynamic role creation was the evolution of a role that moved the school system toward Ann's vision. Her role as superintendent was characterized by Organizational Informants B, C, E and Community Informants A, and B as "unique or one of a kind." They often fondly used the term "that Ann Jones' style" which never changed much in her rise through the ranks of the system. Organizational Informant E said, "Some people were wondering if the position would change her, and they soon discovered that her role changed, not Ann."

Ann's role was dynamic due to the changes in the school board, challenges from the management of the school system, and public demands, but she viewed each one as an opportunity instead of a hindrance. Ann said, "Moving from five people who embraced me and chose me to four who inherited me has been a test on both our parts, but I feel just as comfortable in my role as I did with the five who hired me." Organizational Informant D described her as proactive and stated that she never saw problems, only possibilities. Community Informant B described her diversity as the ability to "lobby and jockey to get her way." Ann said, "My role by nature is situational and ranges from sympathetic ear to decision-maker to crack-the-whipper."

Accommodation

  Accommodation was the acceptance of expectations or demands placed on her by the organization and community. The appointed school board expected her to "perform the role as she inherited it and as she had experienced it as an assistant superintendent" (Community Informant A). They were not interested in any drastic changes except a few personnel appointments.

  With the election of new school board members, her role changed from that "mark of stability" for the system to one characterized by adaptation and flexibility, as stated by Community Informant A. New board members were elected to "shake things up," and they expected her to accommodate to "their ways of doing things." "We guided her in the way we wanted her to perform" (Community Informants B and D). The former superintendent was accustomed to working with small, inclusive groups to get things done behind the scenes. Community Informant B related that Ann had to be more "out there" and deal with much more diversity in opinions. By her own admission, she had to "bend a little bit" with the elected school board, but she said that the school board members' expectations increased her range of responses and options. Ann described her accommodation as a learning process that made her more responsive to the community. Organizational Informant E said, "She had to work that political

system and get the team together to solve problems which is a function more vital than telling someone what to do."

Personalization

Personalization is the integration of personal preferences into one's role. Ann found ways to use circumstances that she could not change, such as the challenges from the elected board, into opportunities. She said that she used "frequent communication to train, inform, and court members to advance her goals." Ann used interaction time wisely and productively with community and organizational members because she believed in building relationships and nurturing people.

Through a continuous process, she and the school board together prioritized the initiatives of the school system; however, Ann said that she attempted to maintain the "focus on teaching and learning despite a hundred distractions daily." She admitted that sometimes it was quite difficult to get things done, but she told them what she thought, and they knew that she was always honest with them, whether or not they agreed.

Organizational Informants A, B, C, E, and Community Informants A, B, and C admitted that the school board gave her much latitude in the instructional area. They (the school board) generally let her "explore how she wanted to accomplish goals," related Community Informant A, "She did her homework, was well-

planned, and if she did not know about something, she did whatever necessary to find out." Ann's hard work and devotion to getting the job done was mentioned by all informants. Her spouse said, "She's very conscious of her job; the work she has to do, what she needs to do, and what she would like to do."

Organizational Informant B said, "She personalizes her role by the decisions she makes and most of the time the school board goes along with her." However, the extent of personalization still depends on the situation and which school board members are involved. Community Informant D related, "on a scale of 1 to 10, her personalization would rate a 1." His comment was framed within the context of the political power games with which she must cope. The community unrest created by sectional differences and the school board members' attention to their respective districts created an atmosphere that he believed was detrimental to the progress of the school system. Although he supported the election of school board members initially, he had changed his mind. When asked if he thought her gender impacted the political process, he replied, "A male superintendent would not have lasted this long. She is tough and is willing to accept their constant challenges."

Ann learned how to use her support base to build credibility to the extent that she only had to "clarify things and not defend them," according to Organizational Informant B. She thought that the trust and respect that she had within the organization and the community afforded her some flexibility in her

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role as superintendent. Organizational Informant A said that it was "never apparent that she likes to do something just because that's the way she wants to do it."

CHAPTER 5

DISCUSSION OF FINDINGS, CONCLUSIONS, AND

RECOMMENDATIONS FOR FUTURE RESEARCH

The purpose of this chapter is to explore the findings as they related to the research questions and to determine if the beginning propositions were supported. A conclusion will offer some thoughts about this female's socialization into the role of a superintendent. Finally, implications for future research are identified.

Discussion of Findings

The findings resulted from the researcher's analysis of the data gathered through a combination of interviews with the superintendent and other informants from the organizational, community, and personal arenas. In addition, a document review was completed that included school board minutes, division publications, and newspaper articles. The resulting data were organized by the major domains in a matrix of the socialization model (See Appendix B).

Research Questions

The primary research questions guided this study. They enabled the researcher to identify major domains of socialization which were then used to create the socialization model and to develop the interview questions.

Organizational forces and Ann's socialization. The organizational forces within the school system probably had a major impact on Ann's socialization in

the various stages of her career advancement because her entire career developed within this organization which claimed ownership in her superintendency. The organizational forces were expectations for the importance of education, the maintenance of the school system's stability and continuance of its long-standing, good reputation. The system served as a family-like unit that supported her as she strived for higher goals. This collective nurturance also lowered the risk of failure and provided some protection if and when failure occurred. In validating a female superintendent, an organization would expect her to represent their goals and values to the larger community (Cooper, 1995; Cuban, 1988; Grogan, 1996). It is likely that Ann's good reputation within the school system afforded her a broad and loyal support base which enabled her to withstand challenges to her performance or competence in the superintendency. Organizations strive for stability and anticipate loyalty from their leaders.

Ann's knowledge and awareness of organizational forces. Ann's positive reputation in the school system made her actions very visible. Apparently, Ann realized that her performance was scrutinized closely by everyone because she sought the advice and support of people who could assist her. According to Sapiro (1994), women must be sensitive and responsive to the professional environment in which they work. She had to develop a keen sense of observation and awareness.

She was coached by mentors and informed by friends about expectations, and when she found out what was expected of her, she planned how she could meet the expectations. As a reality check, Ann said, "I would think that almost anybody likes to be happy with the leadership; however, it no longer bothers me. I have come to accept that fact that you're not going to make everybody happy." She was very motivated to please the people with whom she worked because she strove so diligently to meet and exceed their expectations.

The impact of organizational forces on Ann's socialization. Ann stated that she never had a master career plan, but evidence suggested that her actions through the years were purposeful and intentional. She took numerous graduate classes, got involved in division initiatives, and apparently maintained a high profile in the system because she was often at the forefront of issues. This profile was heightened later in her career, because she was the first female to hold three central office positions.

Community forces and Ann's socialization. The community forces included expectations about the importance of education to the future of the area, the continuous improvement of the school system, and the requirement that Ann remain at the forefront of everything. Ann Jones created and nurtured a community support base that apparently served as a comfort zone when she was publicly challenged by political candidates, citizens, or school board members. In

his comments on the politics of a superintendency, Cuban (1988) related the vital importance of a support base because problems are inevitable. Her mentors from the school system, political, and college arenas along with business, industry, and parental contacts in the community facilitated her promotions and supported her through the years; however, unforeseen political changes since the election of school board members created a different environment in which she had to function. Community members continued to support Ann, but they still expected her to meet their high standards for the school system for which she was held accountable. This accountability transcended Ann's personality and popularity when the quality of student performance was considered. Members of the community liked her and thought she was performing well in a difficult job, but there was always tomorrow's test scores to judge.

Ann's knowledge and awareness of community forces. Ann realized that the political arena of the 1990's was volatile, and she created a pattern of activity that kept her informed of public opinion. Her extensive community involvement enabled her to get pertinent information. In addition, her interaction in the school system probably gave her opportunities to get employee perspectives, public reactions, and student input. She did not rely on one source of information, but sought input from all levels of the community and organization so her perspective would be broad in scope.

The impact of community forces on Ann's socialization. As a superintendent, Ann sought information constantly about community expectations of the school system. Natale (1992) and Tonnsen & Truesdale (1993) determined that a superintendent must develop the political savvy to gauge public opinion and exemplify the social values of the public. Ann prepared herself by finding out what the community wanted. According to Biklen & Brannigan (1980) and Hart (1991), a superintendent's behavior is scrutinized constantly by the community for congruence or incongruence to its perceived expectations. She was smart, did her background work, and attempted to anticipate the expectations of those persons for whom and with whom she worked. Her determined efforts to meet the community's high expectations influenced her socialization by the extent of her accommodation to their expectations.

Personal forces and Ann's socialization. Personal forces influenced Ann's early socialization by developing and reinforcing a pattern of productive behaviors that facilitated her achievement. Ann was taught to anticipate, plan, learn, and work hard in order to achieve goals. These lessons from her youth were reinforced by others with whom she worked throughout her career. Cantor & Bernay (1992) found in their study of women leaders that self-confidence and determination developed through positive, early experiences with families and friends. Ann

expected to work hard to achieve goals and she never assumed that concessions would be made for her convenience.

Ann's knowledge and awareness of personal forces.   Ann continued to utilize a Puritan work ethic, but she also learned to anticipate and exceed the expectations of each role she assumed. In a life-long pattern of achievement, she placed a high priority on her effectiveness in meeting the needs of others. Grogan (1996) found that females utilizing reflective, thoughtful leadership styles were often focused on the human aspect of education. She wanted to please people, and she presumably enjoyed the achievement and rewards of recognition and respect.

The impact of personal forces on Ann's socialization. Realistically, Ann's personal life assumed a lower priority than her professional career, but apparently her personal life did not suffer due to the unwavering support and devotion of her husband. Baber & Allen (1992) discovered that women without support in their personal lives had problems in balancing the demands of a stressful job. The tenuous balance between personal and professional relationships was disproportionate due to Ann's extensive community involvement; however, she managed to maintain long-term friendships. Barnett (1992) and Grogan (1996) found that role conflicts often caused personal commitments to be subordinate to professional demands for women leaders. The nature of Ann's relationships tended to be friendly and helpful, but not particularly close. Biklen & Brannigan

(1980) identified characteristics of female leaders that included their interest in relationships with a detached politeness that allowed emotions to be controlled. Evidence suggested that she was not a member of the "old boys network" even though her mentors were male. It was still lonely at the top. Grogan (1996) determined that while female leaders attempted to make males feel comfortable and included, males rarely felt compelled to reciprocate.

Ann's personalization of the role of superintendent. Many informants commented on that "Ann Jones' style" which meant her leadership style that was enhanced by her charisma and intelligence. She personalized her role by the behaviors she used to get things done and not particularly by achieving certain outcomes that she personally desired. A superintendent's role is created through a blending of who she wants to be within the possibilities surrounding the organizational and community expectations (Cooper, 1995).

The high expectations of others were always present. She was very cognizant of the expectations and requirements of the elected school board and accommodated to meet the demands of the community.

Some of her latitude to personalize was reinforced by the fact that she was professionally confident, had options for employment outside the school system, and used the daily schedule to her advantage. Her strict use of time management gave her a degree of control over her hectic schedule which allowed her to work

effectively, and it was probably the only way she survived with the deluge of daily demands upon her. In his study of the superintendency, Cuban (1988) found that autonomy in the role was influenced by factors such as cultural expectations and personal circumstances.

The impact of gender on Ann's socialization into the superintendency. Ann's gender was probably a factor in her relations with the community, because she seemed to be somewhat protected from overt political viciousness. She was not always spared out of respect for her personally or for her position as much as from community members' fear of committing the political mistake of attacking a woman. One political candidate tried to exploit an issue about the placement of her home and garage in separate counties because one county had a lower tax rate than the other one. The community rallied to her defense, and the candidate ultimately had to apologize to her in the local newspaper.

Her gender was not particularly a major issue in her career until her appointment as a superintendent and her community involvement escalated. Even then, her gender was a novelty more to the community and media than to the school system. According to Grogan (1996) and Shakeshaft (1989a), women superintendents must function in a highly visible environment in which all of their actions are of interest. Since she was the only female superintendent in the area, the media frequently noted her gender, and politically it was viewed as an asset

because there was local pride in being ahead of other areas in this respect. Her

credibility as an educator and as the chief representative of the system were also a

source of local pride. Hart (1995) determined that the organization and

community must validate and grant a superintendent, especially a woman,

permission to lead.

This attention apparently made her very aware of and sensitive to how she

was perceived, so she consciously avoided stereotypical, feminine traits such as

being emotional, dependent, and dainty in her appearance. Instead of emphasizing

her femininity like a southern belle, she was more of a steel magnolia. Although

she looked and acted like a lady, she was tough and businesslike. Stivers (1993)

identified this dilemma as the need to appear authoritative and in charge, but not

masculine.

The transmission of organizational and community expectations to a female

superintendent through networking and mentoring. Expectations were

communicated to Ann directly because of her frequent presence in the schools and

community. She was a member of five civic organizations including the American

Red Cross, the United Way, the Symphony Society, Chamber of Commerce, and

Historical Society, along with ten professional organizations including Phi Delta

Kappa, Delta Kappa Gamma, American Association of School Administrators,

Association for Supervision and Curriculum, the state Association of School

Superintendents, Association of Teachers of English, National Council for Social Studies, National Association of Science Educators, the local Reading Council, and the American Educational Research Association. Ann was also asked to serve as a director for a large bank. According to Glasser (1994) and Manera & Green (1995), a leader must model behaviors like open communication and involvement deemed important for the organization and expected from the community.

She was courageous and did not use the organizational bureaucracy as a shield because she answered her own office telephone, allowed unscheduled appointments, and often talked and worked directly with any person who wanted access to her. This interaction enabled her to personally experience what people were saying and what they wanted. These relationships were important to her because she realized that their support of her leadership enabled the school system to accomplish its educational goals. The process of sharing information, including others in decision making, and maintaining relationships were related to the female need for connectedness (Gilligan, 1993).

The networking she maintained in the community and within the educational arena enhanced her support base and gave her opportunities to champion the causes of the school system. Her network included people from all arenas of life including current and former parents, current and former students, business people, politicians, life-long friends, employees of the school system,

colleagues in other school systems, and college professors and administrators. Networking became more important to her because it likely served as a safety net when challenges arose. Adams (1979) identified networking as a key strategy for women leaders to build and maintain a circle of influence that would provide support when trouble occurred. It also enhanced Ann's political savvy which was crucial to her effectiveness with an elected school board. In addition, it apparently gave her some degree of political clout outside her area. She assisted a large university in preventing the possible termination of one of its education departments. Her relationship and credibility with several influential politicians in the state enabled her to positively intercede on behalf of the department to justify its viability and importance to education in the region.

Her early career socialization depended heavily on mentoring, and she realized that this mentoring enabled her to receive recognition and opportunities for advancement. Grogan (1996) and Hart (1991) identified mentoring as a way for females to be included in usually exclusive groups and to be knowledgeable about pertinent issues. She sought the counsel of people from whom she could learn and enlisted their support as they were usually in a position one level above her. Her promotion from assistant superintendent to superintendent was carefully orchestrated by the former superintendent. He was directly responsible for her readiness to take the superintendency because he gave her access to inner circle

knowledge and the right people. Mentoring apparently became less important during her tenure as superintendent because she achieved her ultimate career goal of the superintendency and had no further aspirations to work in another school system.

Beginning Propositions

A set of propositions was presented at the beginning of this study for the purpose of focusing the researcher's work. Listed in Chapter 1, they represented expectations that were derived from the literature about typical female superintendents. When these propositions were reviewed at the end of the study, eleven out of fourteen were supported by the findings; two needed modification; and one did not reflect the reality of Ann's situation.

Ann Jones was a unique person whose entire career unfolded in one school system. This fact alone had a major impact on her socialization into each new role that she assumed because she had time to watch, think and even plan how she would perform in that role.

Accommodation to community and organizational forces starts when women decide to become an administrator. Changes in Ann's behavior or accommodation started before she actually became a full-time administrator. When she was promoted as a part-time administrator, she wanted to do the job well. She wanted to know more about other grade levels, so she read relevant

literature. She took administrative-training and instructional courses, observed her superiors, and adapted her behavior accordingly to their expectations. As a full-time administrator, she worked hard to learn about the entire elementary curriculum, the best ways for teachers to deliver instruction, and how to effectively evaluate her teachers. She thoughtfully considered the best teaching practices and how she could facilitate the process of student learning and achievement. In each new role Ann assumed, she expanded her responsibility and accountability in the process of student learning and achievement.

The mentoring process decreases in importance as the female superintendent's tenure progresses. The mentoring process started early in Ann's career and was of crucial importance because her performance was noticed by her first principal who supported her initial administrative appointment. During each step of her career, she had mentors in a level above her who facilitated her upward movement. When she obtained the superintendent's position, the need for close, personal guidance was replaced by a broad-based network of support; therefore, mentoring took a lesser role than networking.

The networking process increases in importance as the female superintendent's tenure progresses. The broad base of Ann's support was maintained by networking processes. The depth of her involvement in the

community, within the school system, and even with students, contributed to the social connections that made her credible and viable as a leader.

Nurturing positive relationships will be important to the female superintendent and will be present in the organization and community expectations for her. Ann valued the people with whom she worked, and she respected those that she served as a public employee. She demonstrated this priority by her actions and methods as she performed her role as superintendent. She mentioned individual accomplishments, kept up with family details, and attended events in which employees or acquaintances participated. She cared about people and asked no more of them than she was willing to give of herself.

Participatory management with shared-decision making will be evident in the female superintendent's leadership style. Ann involved her staff in decisions, and she continually considered the wishes of the community. She was definitely at the center of a balancing act between the school system, the parents, and the community at large. Although she carefully assessed the expectations of each sector, she realized that the responsibility and accountability rested solely with her and that she needed her staff's input and support to be effective.

The superintendent's sensitivity to and knowledge of unwritten, informal expectations will be more important to her than formal, written expectations. Ann's long tenure gave her adequate time to learn all about the school system.

Since she had worked her way up the career ladder, she had the advantage of learning the expectations gradually, while her mentors provided the insider information.

The unwritten expectations from the organization and community became increasingly more important to her as the political climate changed after the election of school board members. These expectations had many implications for her behavior due to the vital importance of accurate information concerning public opinion. With the appointed board, she handled their expectations collectively through the chairman. With the elected board, she had to deal with members individually as representatives of their respective communities.

The superintendent's status as insider has more impact on organizational and community expectations and support than her gender. Ann was a hometown person and a noted philanthropist. There was a sense of local pride in her career which was full of accomplishments. She was an outstanding candidate for the position, and an effective superintendent with an impressive resume that was expanding continually. In addition, this school system already had a history of insider promotion. During the last thirty years, there were only three superintendents and they were promoted through the ranks. The combination of these unique circumstances meant that community and organizational informants

were more interested in her responsiveness and effectiveness in accomplishing their expectations than in her gender.

The female superintendent's personality in combination with how she presents herself professionally will be important to organizational and community perceptions of her job knowledge and leadership style in the superintendency. She created a style that was her own, but she was allowed this latitude because she earned the respect and trust of the organization and community through hard work, dedication, loyalty, and decisiveness. Her charisma, self-confidence, and effectiveness as a leader were a powerful combination; therefore, she had a positive reputation and represented the area well around the state. Community and organizational informants were proud that she was their superintendent.

Two propositions required some modification.

Accommodation is affected more by community forces than organizational forces. Previously, with the appointed school board members and during her promotion through the ranks, her accommodation was affected more by organizational forces. With the election of school board members, her accommodation was affected more by community forces because circumstances changed, and she had to learn how to work effectively with a more diverse group. Elected school board members were community representatives who were expected to be responsive and to serve their respective constituents; therefore,

board members did not view themselves as organizational liaisons. They expected Ann to serve as the liaison between their individual communities and the school system.

The superintendent's concept of the job and vision for the school system evolves primarily from knowledge and information gained through mentoring and networking experiences. This proposition was confirmed in the data; however, another part must be added about her personal convictions and beliefs about education. Ann was very sure of her role as the "torch bearer" for education and that her school system must remain the best in the area.

One proposition did not reflect the circumstances of this case study.

The superintendent increasingly personalizes the role the longer she stays in it; therefore, accommodation declines with tenure in the superintendency. As a result of the election of school board members and the ensuing political activity, Ann's role personalization did not appear to be increasing with her tenure. Local politics impacted not only the governing bodies, but also the school system, and she was the person who had to balance their respective demands while attempting to maintain a focus on student achievement. Thus, this proposition must be restated as, the superintendent's personalization declines with tenure in the superintendency; therefore, accommodation increases in the role the longer she stays in it.

Conclusions

This study originated from the researcher's interest in gender and the public school superintendency. Initially, the concepts of organizational sociology were studied to facilitate the researcher's understanding of professionals and their orientation toward work. As the study progressed, socialization into occupations and socialization of women into the superintendency were explored to enable the researcher to develop a socialization model which was used to guide the remainder of the study.

The socialization model proved to be most helpful in organizing this superintendent's unique experiences in the socialization process. It was general and included the three major domains of forces, subsequent categories of expectations, formal and informal transmittal processes, and at the center, dynamic role creation. As the study progressed, the model needed to be modified in order to add the media as a category to formal transmittal processes. In this case, the media were not a negative factor in the public opinion of the superintendent, but in other circumstances, this fact may or may not be true. The influence of politics should also be a separate category under the organizational and community forces due to the vast differences between the operating procedures of elected and appointed school boards.

The organizational, community, and personal forces that influenced and continue to influence Ann Jones have individually impacted her socialization dramatically at different times during her life. Personal forces were more influential during her early years and on into young adulthood. Organizational forces continually shaped and guided her career as an educator. Community forces provided support, but also added controversy and dissent during her time in the superintendency. Collectively, these expectations for her performance continue to influence her role and are transmitted through formal and informal processes, both of which are equally important.

Dynamic role creation is that ever-changing convergence of all factors that allows her to personalize her role or requires her to accommodate. Ann Jones projects male leadership images in her role as a superintendent. She is smart, decisive, and bold, but at the same time, she is caring, compassionate, and personable; therefore, she combines both stereotypical feminine and masculine traits. There has been some accommodation in her role due to the expectations of an elected school board, but that board continues to allow her latitude as a superintendent.

Ann Jones is an extraordinary example of a professional female who has learned how to effectively combine her femininity and professionalism. She openly expresses her caring and concern for others, but she always conducts

herself in a businesslike manner. She demonstrates how women can change the

narrow societal views of female behavior as being primarily supportive. She has

created a unique role in her superintendency, which is not a function of gender.

Community Informant C reflected, "She came on at a special time, when she

basically had to rewrite the role of the superintendent in our county. There was

nothing written on how to do it. Her success and wide-spread support have proven

that a female can effectively function in an important, high-profile, and stressful

position.

Implications for Future Research

One of the salient points found in feminist literature and research about

women in leadership positions is the lack of studies about women conducted by

women. The differences in perspective and the gender understandings that are

inherent to women provide a context that cannot be explained by male researchers.

More research completed by female researchers is recommended to gather data on

how women perceive and are perceived in their roles as superintendent.

This study revolved around the socialization model introduced in Chapter 1;

therefore, further research is encouraged to test the model with various

combinations of other circumstances. A few possibilities follow:

This case-study subject resided in a southeastern region of the United

States. A study of a subject in another region of the country may reveal a different

socialization process, and the effects of gender may vary in northern, southern, or western regions.

A minority female as a case-study subject would provide a much needed avenue for exploration as there is less research on minority women than on women superintendents in general. Minority women are included in research about leadership positions, but their unique experiences with race and gender would be valuable.

In this case study, the degree of accommodation and personalization was greatly affected by the election of school board members and the transition from the appointed board. The politics of the transition created an unusual set of circumstances that required the superintendent to become increasingly sensitive to community expectations. A case study subject who works only with one or the other would have a different socialization process.

Ann Jones' insider status was a major influence on her socialization into the role of superintendent. A case-study subject hired from outside a system would provide contrasting experiences in socialization.

Although the importance of a female perspective cannot be underrated, a study by a male researcher with a woman superintendent and the socialization model would provide additional information about its reliability with males or

females. Also, a male superintendent's experiences according to the model as researched by a woman would provide data for comparison.

Retrospective Observations

Several factors made this study distinctive. The circumstances surrounding Ann's superintendency were unique to this situation and were greatly enhanced by her charismatic personality. Ann Jones would have succeeded in any profession.

Ann began her career and continued to live in the same community in which influential people either grew up, reared their children, or still resided. She personally and professionally had known these people for many years. They witnessed her steady career advancement, her unchanging values, and her dedication to the county school system.

There was an unusual sense of ownership, both in the community and school system, in the reputation of Ann Jones. She was revered as the superintendent and even when dissatisfaction was evident, it rarely affected her professionally. There was some discord on the elected school board with one member; however, he had numerous disagreements with other members, county supervisors, and local politicians. His contentious behavior reflected on him personally, but not on Ann professionally.

The school system had a history of insider promotion and in the past three decades primarily promoted existing employees to leadership positions. Ann was

mentored by males into each new position she assumed. She worked hard and was duly recognized for her achievements by the people in a position to advance her career. During most of her career, it was not customary or required for school systems to widely advertise administrative positions. She did not apply or compete with a pool of applicants until she sought the assistant superintendency or the superintendency. By that time, her reputation was firmly established.

Poverty was not an issue because the community had a higher median income than many surrounding areas. It provided more monetary support to the school system and generally appreciated the importance of education. Disagreements centered around where (the locality) money should be spent instead of whether it should be allocated.

Implications for aspiring female superintendents from this study are few in number, but crucial to consider. High-profile achievement must be supported by hard work, dedication to education, and consistency in behavior. Male mentors who are willing and able to actively assist are needed to validate female leaders with both men and women. The ability to transfer discord and discontent into opportunities for problem solving and improvement is a key component of effective leadership. Finally, the development of interpersonal skills facilitates political savvy, facilitates collaborative decision-making, and creates a climate of ownership in a community or organization.

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APPENDIX A

INTERVIEW QUESTIONS

Initial Interview Questions for Superintendent

Interview Number One--Personal History

1.   Siblings_____

       Number of female_____

       Number of male_____

2.   Birth order in family_____

3.   Father's occupation_____

       Father's education_____

       Mother's occupation_____

       Mother's education_____

4.   Were your parents living during your entire childhood?

5.   Extracurricular activities in childhood_____

       Elementary School_____

       High School_____

       College_____

6.   Who were your idols growing up?
       (looking for heroes, heroines, role models, time frames, changes over time)

7.   As a child, what did you aspire to be?
       (looking for changes over time and why)

8. When did you go to college and where?
    (looking for why and how a college was selected, description of self as student, goals for future at time)

Institutions_____
_____
_____

Degrees_____

Majors_____
_____
_____

9. What were the memorable events in your early years?
    (looking for events and effects on thinking, behavior)

10. When did you get married?
    (looking for age, circumstances, effect on future aspirations)

A complete vita will be requested.

Interview Questions for Superintendent

Interview Number Two--Professional Career History

1.   Describe your early teaching career.
        (looking for things that were enjoyed, things identified for possible
        improvement, extent that changes were attempted)

2.   At which point in your career did you decide to enter administration?
        (looking for reasons or people behind decision, graduate school chosen to
        attend and reasons particular college was chosen)

4.   Who helped you along the way?
        (looking for how the "ropes" of each new position were learned, indications
        of help, support of career advancement, help from outside the school system
        from contacts or other community positions or jobs)

5.   What part has gender played in your career path advancement?
        (looking for barriers, positive influences, reflections on being a woman with
        ambition or perceived as such)

6.   What or who helped to prepare you for your first superintendency?
        (looking for pattern of mentoring, networking, goal attainment)

Interview Questions for Superintendent

Interview Number Three--Professional Forces

1.   Who and what have had the greatest impact on your role as superintendent?
      (looking for specific human influences, activities or responsibilities that
      consume a lot of time, how they impact job, description of typical work day
      and week, notable changes over time)

2.   What challenges have you encountered as a superintendent; as a female
      superintendent?
      (looking for management of time, balance of personal and professional
      responsibilities, how priorities are determined, gender bias)

3.   To whom do you go for help or guidance?
      (looking for mentors, networking influences, support and power base
      influences)

4.   Describe your leadership style. To what extent have board policies and
      competition from other school divisions affected your style?
      (looking for preferences, patterns of communication, protocol for
      interaction, participatory vs authoritative practices, leadership or
      management preferences)

5.   Describe the nature of the media coverage of your tenure?
      What do you think contributes to that nature?
      (looking for support, power base influences, positive or negative stories and
      reports)

Interview Questions for Superintendent

Interview Number Four--Professional Forces

1.   How does the school board define your role as superintendent?
        (looking for expectations of values, leadership style, job knowledge)

2.   How does the community define your role as superintendent?
        (looking for expectations of values, leadership style, job knowledge)

3.   How do you define your role as superintendent?
        (looking for expectations of values, leadership style, job knowledge)

4.   Describe the power base in the community, in the school system. How does
        it affect you?
        (looking for political pressure or support, extent of influence on decisions,
        possible causes of accommodations, flexibility to personalize)

5.   Describe your support base in the community, in the school system. How
        does it affect you?
        (looking for extent of influence on decisions, possible causes of
        accommodations, flexibility to personalize)

6.   How do the expectations of the school system and the community compare?
        How does the interaction impact your work?
        (looking for degree or extent of congruency of superintendent's
        expectations and organizational and community expectations, how the
        expectations are communicated, impact of congruence or incongruence)

7.   How did you learn the unwritten "rules" of being a superintendent?
        (looking for type of information communicated and through which
        channels)

8.   To what extent have you personalized your role as superintendent? (looking
        for changes from beginning of tenure until present, circumstances that have
        facilitated personalization or required accommodation)

Interview Questions for Superintendent

Interview Number Five--Personal Forces

1. How does being a woman affect your role as superintendent?
    (looking for gender-based challenges, presence of balance of personal and
    professional lives, how priorities are determined, how home responsibilities
    are divided, personal sacrifices required, management of stress, presence of
    relaxation time)

2. How does the manner in which you dress affect the people with whom you
    have contact?
    (looking for collective expectations from professional forces)

3. How do you define your role as superintendent?
    (looking for self-description of role as superintendent, female
    superintendent, superintendent who is female, reasons for description,
    impact of organizational and community expectations)

4. How has the superintendency affected your friendships, your relationships
    with family, and your professional relationships?
    (looking for bases of support, guidance, maintenance of long-term
    relationships, disassociation, personal or professional jealousy)

5. Describe your vision for the school system.
    (looking for sense of direction for system, personal thoughts about future
    possibilities, how to accomplish goals)

Background Information on Members of Central Office,
School board, Building Administration, and Community

Name_____

Current address_____

_____

E-mail address_____

Phone number_____
                                home   work

Fax number_____

Years lived in district_____from_____to_____

Years associated with district_____

How many superintendents involved?_____

Occupation_____

Business address_____

_____

Age   25-35_____   36-45_____   46-55_____   55+_____

How long have you known this superintendent?_____

In what capacities?_____
_____

How has the position of superintendent changed since she took office?

Interview Questions for Members of Central Office,
School Board, Building-Level Administration, and Community

Professional Forces

1.   Who and what have had the greatest impact on her role as superintendent?
     (looking for specific human influences, activities or responsibilities that
     consume a lot of her time, how they impact her job, description of her
     typical work day and week, notable changes over time)

2.   How did she learn the "ropes" in each new position?
     (looking for people who helped her in her career path, how her expectations
     of a new job impacted her work, mentoring, networking, formal transmittal
     processes)

3.   What challenges has she encountered as a superintendent?
     (looking for management of time, balance of personal and professional
     responsibilities, determination of priorities, gender bias)

4.   How does the school board define her role as superintendent?
     (looking for expectations of values, leadership style, job knowledge)

5.   How does the community define her role?
     (looking for expectations of values, leadership style, job knowledge)

6.   Describe the power base in the community. How does she work with these
     people? How do they affect her work?
     (looking for degree or extent of congruency of superintendent's
     expectations and organizational and community expectations, how the
     expectations are communicated, impact of congruence or incongruence,
     indications of accommodation or personalization)

7.   Describe her support base in the community and in the school system. How
     have these people affected her work as superintendent? How did this
     support get established?
     (looking for extent of influence on her decisions, possible sources of
     accommodation, flexibility to personalize role)

8.   Describe her leadership style. How did she develop that style? Why?
      (looking for preferences and patterns of communication, protocol for
      interaction, participatory vs authoritative practices, leadership or
      management preferences, indications of responses of accommodation or
      personalization from expectations)

9.   How do the organizational and community expectations compare? How
      does that interaction impact her work?
      (looking for impact of interaction, methods used to communicate-formal or
      through mentoring, networking, people involved in process of
      communication, patterns of interaction)

10.   Tell me about the media coverage concerning her superintendency? What
      are the contributing factors?
      (looking for support, power base influences, positive or negative stories,
      reports, impact of contributing factors)

Personal Forces

1.   How does being a woman affect her role as a superintendent?
      (looking for gender-based challenges, presence of balance of personal,
      professional lives, determination of priorities, division of home-related
      responsibilities, personal sacrifices, management of stress, presence or
      absence of personal relaxation)

2.   How does she define her role as superintendent?
      (looking for perception of how she assimilates the organizational and
      community expectations into her role)

3.   How has the superintendency affected her friendships and her professional
      relationships??
      (looking for evidence of support, guidance, maintenance of long-term
      relationships, disassociation, personal or professional jealousy)

4.   Describe her vision for the school system? In which ways does she
      communicate it? To what extent is she realizing her vision?
      (looking for sense of direction for system, personal thoughts about future
      possibilities, how to accomplish goals)

5. In which ways has she been able to personalize her role or do things her way as superintendent?
    (looking for changes from beginning of tenure until present, circumstances that have facilitated personalization or required accommodation)

Interview Questions for Spouse

Professional Forces

1.   Who and what have had the greatest impact on her role as superintendent?
      (looking for specific human influences, activities or responsibilities that
      consume a lot of her time, how they impact her job, description of her
      typical work day and week, notable changes over time)

2.   How does the support base in the community, in the school system affect
      her?
      (looking for indications of mentoring, networking, formal transmittal
      processes, extent of influence on her decisions, possible sources of
      accommodation, flexibility to personalize role)

3.   How does the power base in the community, in the school system affect her?
      How does she work with these people? How do they affect her work?
      (looking for degree or extent of congruency of superintendent's
      expectations and organizational and community expectations, how the
      expectations are communicated, impact of congruence or incongruence,
      indications of accommodation, flexibility to personalize role)

4.   Who has helped her in her career advancement?
      (looking for people who helped her in her career path, indications of
      mentoring, networking, formal transmittal processes)

5.   How does the school board define her role and how are the organizational
      expectations communicated to her?
      (looking for expectations of values, leadership style, job knowledge,
      indications of interaction, communication patterns, formal transmittal
      processes, mentoring)

6.   What challenges has she encountered as a superintendent?
      (looking for time management, balance of personal professional
      responsibilities, determination of priorities, gender bias)

7.   How does the community define her role and how are the expectations communicated?
(looking for expectations of values, leadership style, job knowledge, indications of interaction, communication patterns, formal transmittal processes, mentoring, networking)

8.   Tell me about the media coverage during her tenure. What are the contributing factors?
(looking for support and power base influences, positive or negative stories and reports, impact of contributing factors)

Personal Forces

1.   How does being a woman affect her role as superintendent?
(looking for gender-based challenges, presence of balance of personal, professional lives, determination of priorities, division of home-related responsibilities, personal sacrifices, management of stress, presence or absence of personal relaxation)

2.   How does she define her role as superintendent?
(perception of how she assimilates the organizational, community expectations into her personal interpretation of a superintendent's role)

3.   How has the superintendency affected her friendships, her relationships with family, and her professional relationships?
(looking for evidence of support, guidance, maintenance of long-term relationships, disassociation, personal or professional jealousy

Appendix B

Role-ordered Matrix

Table 4

Role-ordered Matrix of Transcribed Interview Data

Organizational Level	ORGANIZATIONAL FORCES--EXPECTATIONS FOR:			
	VALUES	LEADERSHIP STYLE	JOB KNOWLEDGE	OTHER
Superintendent (Self)	• There is an expectation that the superintendent be active politically. • I have earned trust and respect. • We must realize that we can't solve all problems. • We must honestly deal with or acknowledge limits of the school system. • We must get back to ... educational role for school system. • The organization knew that I revered and respected former superintendent. • Any changes were perceived as improvement and not whim of the new superintendent. • I have to attend more to detail. • Subtle influences are now more important. • They expect honest answers, openness to change, and openness to criticism.	• We are the problem solvers. • Organization has most effect on my role. • Expectations for my leadership style are communicated directly and indirectly. • There is some distance and reserved feedback from staff. • My responses depend on situation and how people are treated. • Staff would like increased access to me. • Time management is important. • This is a woman boss and you must learn to live with her. • The greatest impact has come from the election of school board members. • Elected board takes 1-2 hours per day.	• My role includes leading the organization. • It is an inward facing job sometimes. • I have less time for staff, but it is experienced. • There have been instances of testing from high school principals. • Tenure was important to the organization. • School Board should be policy makers. • Expectations are specific issues at a certain time. • Not intensely focused on school in general. • Role includes responding to world with an outward facing job. • Superintendent knows everything and has something to do with everything that goes on. • Four sources of influence: elected power leaders, CEO's, business leaders, non-profit folks.	• Appointed Board took 40 minutes to an hour per week. • Sometimes there are tugs of war to change things. • Support base is real strong due to knowledge about me.

Note: The data in this table are quotations from the actual interviews of all informants.

Organizational Level	ORGANIZATIONAL FORCES--EXPECTATIONS FOR:			
	VALUES	LEADERSHIP STYLE	JOB KNOWLEDGE	OTHER
Superintendent (Self)	• The community has shaped the organization. • Political expectations are communicated indirectly. • They relate most accountability to superintendent, but don't necessarily know who I am. • Voices of community make up a context in which school system must operate. • We must be responsive to them.	• There have been instances of testing from county supervisors on policy and budget matters.	• Expects schools to solve all problems from drugs to family problems.	

Organizational Level	PERSONAL FORCES		
	Background	Her Expectations	Other
Superintendent (Self)	- Mother/father together. - Brother/sister (twins). - Oldest in family. - Mother was homemaker and father was laborer. - Education was important in family. - I enjoyed reading, indoor sports, and music. - I learned to set goals early in completing chores. - I attended my first college as a residential student but did not like dorm life. - There was too little privacy, and I wanted to be a day student. - I transferred to more expensive college. - My parents resisted at first, but they supported me. - I admired my aunts with careers. - I always knew I wanted to work outside the home.	- I don't believe in political favors, but do interact with politicians. - Consistency and time management are all important. 50/50 balance between work and home doesn't happen. - There is little time for personal considerations. - I nurture School Board members. - I expect the same respect as a man. - My knowledge of curriculum is a key determiner and a challenge to traditional perception of textbook writers and college professors. - I need to stay on top of everything going on in the area, region, and state. - I guess I could be described as a brown noser. - I delegate responsibilities because I trust people to get the job done. - I think that working for a woman can't be the same as working for a man. - I do not feel that I had to replicate processes, etc., of past male superintendent. - I did not feel that I could lead like he did. - Elected school boards changed my view of the job. - Since I have no children and my husband supports me, I don't think personal sacrifices were made. It had more to do with nature of job itself and not my gender. - I dress conservatively so I will be taken seriously. - I present myself as serious because I <u>mean business</u>. - Personal friendships probably suffer. - I have little or no time for myself. - Professional friendships enhance my job or role, and they take precedence. I feel guilty over this choice. - The relationship with my husband does not suffer since we actively plan time to spend together. He participates/makes himself available for my professional commitments. - I have begun to withdraw from some of my community involvement. - I'm learning to say no. - The employment climate is important to me. - My vision is for students to be competent in whatever they do after graduation. - I go directly to the schools when I think the vision is not being fulfilled, but I share the responsibility and accountability to improve. - We've got to get it right. - Vision doesn't come from me because I am the torch bearer.	

Community Level	COMMUNITY FORCES--EXPECTATIONS FOR:			
	VALUES	**LEADERSHIP STYLE**	**JOB KNOWLEDGE**	**OTHER**
Community Informant A	• Elected school board works individually as representatives of their community. • Very proud of her being first female assistant and superintendent in county. • Largest school system in state. • Tremendously important position. • In accountability for community concerns, school board and superintendent were not seen as separate. • They expected her to sell the programs of the school system.	• We wanted to work with her like we did with the former superintendent. • They expected her to do as good a job, if not better than the former superintendent, and maintain course of the school system that had been set. • Community never questioned her gender in reference to the role.	• Expected her to learn what she did not know, improve and strengthen weaknesses. • She impressed them in the way she went about learning how to do it properly. • Her tenure as assistant helped her in preparing for superintendency. • They wanted to be sure they were right before looking at making change. • She was expected to attend all meetings of school board as an assistant.	• Appointed school board worked together and worked with superintendent through chairman. • We were united.

Community Level	PERSONAL FORCES		
	BACKGROUND	HER EXPECTATIONS	OTHER
Community Informant A	• Maintained her friendships even as she advanced. • Friends respected her.	• She is a true, dedicated professional who applied herself 110%. • Some decisions were tougher because she was female, and she had some special problems, and wrestled with them. • She wants county on cutting edge of technology. • Leader in education in state.	

	TRANSMITTAL MECHANISMS				
	FORMAL		INFORMAL		
Community Level	**POLICIES**	**MEDIA**	**NETWORKING**	**MENTORING**	**OTHER**
Community Informant A	• Annual superintendent's evaluation. • Called it an "on-going" process. • Expectations formally explained during annual evaluation. • Comprehensive process. • Bonding process.			• I shaped her role in the superintendency.	• School Board communicated through chairperson. Elected board does this individually. • Chairman met with her weekly. Talked daily on the phone.

Community Level	DYNAMIC ROLE CREATION		
	ACCOMMODATION	ROLE PERSONALIZATION	OTHER
Community Informant A	• School Board guided her in way we wanted her to perform. • Elected School Board required accommodation from her to a new way of doing things. • Number of hours for job required her to accommodate.	• They allowed her to explore how she wanted to accomplish goals.	

Community Level	ORGANIZATIONAL FORCES--EXPECTATIONS FOR:			
	VALUES	LEADERSHIP STYLE	JOB KNOWLEDGE	OTHER
Community Informant B	• She keeps up with personal lives of employees.			• People in school division go through the ranks to get things done. • They rarely go to the School Board. • Feels her people are capable of running the system.

Community Level	COMMUNITY FORCES--EXPECTATIONS FOR:			
	VALUES	LEADERSHIP STYLE	JOB KNOWLEDGE	OTHER
Community Informant B	• She's expected to deal in the politics of the job. • Her evaluation success depends partly on test scores which tend to be high already. • Expected to maintain them, and push them higher. • She has the courage to speak her mind and stand up to controversy. • We are proud of her gender and the fact that the county is out front with a female superintendent. • Not take things or disagreement personally. • We expect accessibility and a high degree of visibility from her. • They admire her intelligence and courage. She's "tough," one of a kind. • They expect her to have thick skin. • Politics influenced her leadership as it evolved. • We have complete trust in her. • The School Board works with the media to keep them informed.	• Challenges come from difference in appointed to elected School Board. Older system was subdued, more diversity in new system. • She's viewed as a CEO of a very large company. • She gets things done. • That's the big thing. • This business is chauvinistic. Predominantly male-dominated. • She intimidates men due to her power, degrees, and intelligence. She's impressive. • Public pays her salary with tax dollars and wants to know what they're getting for the money. • She's sensitive to people. • Also the School Board helped to shape her style. • Appointed Board channeled expectations through chairman. • Elected Board goes directly to her. • We expected her to lead and manage differently than the previous superintendent. • She made changes and set them (people in organization) down and geared them to her management style. • She makes them squirm. • She's a woman with power. • She plays with them. She lets you leap, step across the line, and then she's got you.	• She's methodical, very observant, pays close attention to everything, retains information, intense on finding out new things, achieving goals. • She's not one of the group. • She separates herself from others in the organization. • Her leadership is unique. She doesn't delegate the bad stuff. She exhibits the values of the south.	• Strong support base = strong power base.

Community Level	PERSONAL FORCES		
	BACKGROUND	HER EXPECTATIONS	OTHER
Community Informant B		Her drive and love for children have great impact on her role. • #1 priority (vision) construction. • #2 state learning standards.	

| Community Level | TRANSMITTAL MECHANISMS | | | | |
| | FORMAL | | INFORMAL | | |
	POLICIES	MEDIA	NETWORKING	MENTORING	OTHER
Community Informant B	• Annual evaluation is formally and informally a pat on the back. • Her contract has policies that she is accountable for.	• Media report from open School Board meeting. • Media coverage is positive.	• She works with teachers' union, and PTA.	• Former superintendent contributed a lot to her success.	• School Board communicates directly to her by phone calls, and letters. • Community communicates with her directly. (Open door policy, letters, phone calls). • Very open communication. Both sides say what they think.

Community Level	DYNAMIC ROLE CREATION		
	ACCOMMODATION	ROLE PERSONALIZATION	OTHER
Community Informant B	• She has accommodated herself to the elected School Board now. • He refers frequently to her ability to be diverse. • She offered to move to county to live. • She built new garage on county side of her land. • She changed her style of leadership to meet expectations of School Board. • Degree of involvement of School Board is directly determined by state code.	• They tell her to run this system like she wants to. Get the job done. • She has learned to "lobby and jockey" to get her way.	

Community Level	ORGANIZATIONAL FORCES--EXPECTATIONS FOR:			
	VALUES	LEADERSHIP STYLE	JOB KNOWLEDGE	OTHER
Community Informant C	• Her staff has been very effective in getting important people involved in the system. • Staff members are relaxed, and nobody feels threatened.			• Former superintendent and his secretary ran things. • Capital needs present problems for her. • Former superintendent had problems, too. • School Board has direct access to her staff.

Community Level	COMMUNITY FORCES--EXPECTATIONS FOR:			
	VALUES	**LEADERSHIP STYLE**	**JOB KNOWLEDGE**	**OTHER**
Community Informant C	• School Board members think regionally, and money drives the Board's decisions. • Some frustration because people get really angry and want to shout, stomp, and scream. They have a hard time doing that with Dr. Jones in the room. They're dealing with a lady. • We're not a normal school system. • We want to be among the best school systems. • She is responsive to the community.	• She has an instinct to get along with people and to get business done. • She was always helpful and cooperative. • She is very popular. • She is a hands-on type of person. • You know who's in charge. • Appointed Board told her not to get emotional or cry at School Board meetings. • She's a great person doing a great job. • She is the person in charge, calling the shots, running the show. • She is completely in charge of the school system. • We give her guidance and she deals with us individually and directly. • She could leave now and feel comfortable with what she has done. She is effective, and the ways she does things are not important.	• She is still learning the financial part. • As an assistant superintendent, she was seen, but not heard. • Not a lot of decision-making power. • She's had to learn the superintendent's job by doing. • She understands the wishes and desires of each School Board member. • I never looked at her as a woman, but as a person who had a huge, very attractive resume.	• Some School Board members abuse their power. • They have no power individually, but they think they do. • School Board has managed to cooperate, get business done, find a way to work with each other. • Appointed Board --one for all and all for one. • Not true of elected School Board. • Area suffered first defeat of bond referendum. • Supervisors have emotional debates over money. • County controls School Board's finances. Problems occur because they can only appropriate money, but they can't tell how to spend it. They can approve it by categories or as a whole. • Too much publicity involved in job now. • Former Superintendent would not have worked so well with elected School Board.

Community Level	PERSONAL FORCES		
	BACKGROUND	**HER EXPECTATIONS**	**OTHER**
Community Informant C		- She is driven by her vision and she's tried to carry it out. - There are some gender issues from time to time. - She handles herself like a lady, conducts herself like a lady, and as a professional. - Upon her appointment, she assured the appointed Board she was a tough lady. - She's very focused on the education of students, on being the leader of all employees. - She still has plenty of time to meet her social calendar and do everything she and her husband want to do. - She has a demanding schedule. Her husband spends a lot of time with her on the job at night. - He also goes to things with her that he has absolutely no interest in. He's just a good husband. - He's there with her so she has at least one person on her side in the crowd.	

	TRANSMITTAL MECHANISMS				
	FORMAL		**INFORMAL**		
Community Level	**POLICIES**	**MEDIA**	**NETWORKING**	**MENTORING**	**OTHER**
Community Informant C	• Her yearly evaluation is time when School Board sets goals for her. • Really just a formality though.	• Fair coverage from local media, but headlines may not match story content. • Very little TV coverage.	• She's very involved with higher education in the community. • Everybody in the community wants her to serve on their boards and committees. • Her community appeal has given her a lot of power with local CEOs, major banks, food chains. • She's close to other superintendents. They discuss issues.	• Former superintendent was her mentor.	

Community Level	DYNAMIC ROLE CREATION		
	ACCOMMODATION	**ROLE PERSONALIZATION**	**OTHER**
Community Informant C	• Superintendent's job has changed in way duties are carried out, but she is still viewed as positive. • She must perform and conduct business in more open atmosphere. • She may want to do things more quietly, but it's not an option anymore. • Elected School Board gets in her way on what she would have otherwise wanted to do. • She discusses personnel decisions with School Board members individually to build up their support. • She inherited problems that she has not been able to do anything about. • Money is one of them. • She's certainly keenly aware that she works for an elected School Board. • In very subtle ways she has changed the way she operates from the time she took the position over three years ago. • I see her now, running things with the Board, feeling them out more than she might have otherwise. • She tries to get a feeling of what the consensus of the School Board might be before she makes a decision. • She has learned to concede small things to please School Board members to avoid a waste of time.	• She has not copied or doing anything that anybody else is doing. • She came on at a unique time, when she has had to basically rewrite the role of superintendent in our county. There was no guide book and there was nothing out there written on how to do it. • She considers their decisions and ideas, but she still stands her ground when she needs or wants to. • She took her own secretary with her when she became superintendent. • She is a very independent lady.	• Former superintendent's approach was more quiet. • Performed in small group settings. • Appointed Board got two chances to work with her as assistant superintendent when former superintendent was ill. • She has had to recreate all the procedures and the way the whole office is run. The job is a hot seat.

Community Level	ORGANIZATIONAL FORCES--EXPECTATIONS FOR:			
	VALUES	LEADERSHIP STYLE	JOB KNOWLEDGE	OTHER
Community Informant D				• Her staff are not the best support she could have. • They don't have the technical expertise to do their jobs properly. • Their inability to support her make the system reactive in their approaches.

| Community Level | COMMUNITY FORCES--EXPECTATIONS FOR: | | | |
	VALUES	LEADERSHIP STYLE	JOB KNOWLEDGE	OTHER
Community Informant D	• System has lost negotiation power, and credibility with groups and Board of Supervisors. • Community wants their children to go to college, have high SAT scores, pass LPT on 1st attempt. • Her popularity gives her some political protection from blatant attacks. • Community members don't want to attack her in public. • They may be viewed as politically incorrect. • Political climate and the older population of the area have a major impact on her. • They realize the school system is their greatest asset.	• She leads by example. • She is accessible and effective.	• Construction challenges and the bond failure are problems for her.	• Special Education parents now have major impact. • Elected School Board is too political. • Graying society has less interest, less willing to support the schools. • PTA is a very strong force. • Important power bases are the Board of Supervisors and the School Board. • She now has the support of local teachers' union. • Local old line politicians support her.

Community Level	PERSONAL FORCES		
	BACKGROUND	HER EXPECTATIONS	OTHER
Community Informant D		- She is a strong woman who can't be coerced and who is sound financially. - She has a Ph.D. in life with the school of hard knocks and her experiences. - Her gender shielded her at first, due to the novelty. Now the honeymoon is over. - She has an ego like anyone else. - She wants to leave her legacy in the system.	

Community Level	TRANSMITTAL MECHANISMS				
	FORMAL		INFORMAL		
	POLICIES	MEDIA	NETWORKING	MENTORING	OTHER
Community Informant D		• Local TV stations provide forum to allow public to ring up and exploit small issues. They miss the good news. • There is too much media coverage. They're always trying to turn over a leaf and find something.			

Community Level	DYNAMIC ROLE CREATION		
	ACCOMMODATION	**ROLE PERSONALIZATION**	**OTHER**
Community Informant D	• Power of superintendency has diminished. • She serves at the will of the School Board. • She must obey them. • She could perform much better without the interference of the elected School Board. • She has to spend too much time uniting the Board. • She must function in the middle between the Board of Supervisors and the School Board. • She did not change. The job and its requirements changed on her. She did not anticipate these changes. • Elected School Board members intrude into her role by lobbying for certain people to get certain jobs.	• Within the last year, she has offered to resign if they did not rally around and support her. The School Board backed down.	• Everybody expects too much of her. There are too many expectations.

	ORGANIZATIONAL FORCES--EXPECTATIONS FOR:			
Organizational Level	**VALUES**	**LEADERSHIP STYLE**	**JOB KNOWLEDGE**	**OTHER**
Organization Informant A	• We've created openness, honesty, up-front interaction. • Rose to challenge. • High expectations for her. • Wants to stay on cutting edge.	• Not afraid of challenges. • Strongly believes in equality. • She is hyper. • She is attention deficit, very bright, active, consensus builder, believes in lauded collegiality. • Compassionate person, but assertive. • Involves staff in decisions.	• She had no secondary experience, and almost totally worked in instruction. • Had to be trained to be an administrator. • Sees need for construction and renovation as important influences on superintendency. • Need for technology improvement. • No challenges related to her ability. • She likes challenges and is willing to learn what is needed.	• Organization has met goals. • Some distance or separation between her and staff. • Large instructional staff.

Organizational Level	COMMUNITY FORCES--EXPECTATIONS FOR:			
	VALUES	LEADERSHIP STYLE	JOB KNOWLEDGE	OTHER
Organization Informant A	• Elected Board tied to public expectations. • Expects to be on cutting edge. • Bond referendum not passed because of community perception that their needs were not being met (regional differences). • Very candid. • Expect their children to be well educated. • Technology improvement expected. • High expectations. • School Board treats her just like they would a man.	• Elected School Board has split philosophy on how we deal with things. • Appointed boards were more free-wheeling.		• First female superintendent. • School Board is supportive. • Blue Ribbon Committee important influence for bond redirection. • DARE, PTA, Special Ed. • She inherited the community support.

Organizational Level	PERSONAL FORCES		
	BACKGROUND	HER EXPECTATIONS	OTHER
Organization Informant A	• No children is advantage. • Strong, stable marriage is important.	• She sets goals. • Gender not an issue, but compared to race it is an advantage in some situations. • Her vision is to be wide-angled, be on cutting edge, not jump on every new idea.	

Organizational Level	TRANSMITTAL MECHANISMS				
	FORMAL		INFORMAL		
	POLICIES	MEDIA	NETWORKING	MENTORING	OTHER
Organization Informant A	• Elected School Board relates public expectations. • Annual evaluation of superintendent. • Staff informs her directly.	• Media generally positive--TV, radio, newspaper.		• She was mentored by her college professors from the university.	

Organizational Level	DYNAMIC ROLE CREATION		
	ACCOMMODATION	ROLE PERSONALIZATION	OTHER
Organization Informant A	• Performs role by instructional focus. • The reorganization was inherited, not a function of her wishes. • I never sensed she likes to do something just because that's just like way she wants to do it.		

Organizational Level	ORGANIZATIONAL FORCES--EXPECTATIONS FOR:			
	VALUES	**LEADERSHIP STYLE**	**JOB KNOWLEDGE**	**OTHER**
Organization Informant B	• Interaction at school level weekly. • She should be out front for the financial resources needed. • Reputation positive. • She has credibility with the School Board. • She doesn't have to defend herself, just clarify. • She communicates openly, honestly, and directly with people.	• Her skill in relationships has created respect. • She encourages others to be right out there with her. • She anticipates School Board and helps them understand. • She's action-oriented. • Realizes her success depends on support of others. • Strong, involved leadership is the way. • She is a visionary kind of person. • She delegates and gives flexibility to get jobs done. She has confidence in others. • She lets that power base be out there with you.	• She has worked hard to develop expertise at the secondary level. • She has developed skills in the budget area. • Programs (new) are justified by student needs and this strengthens budget requests. • Her knowledge of curriculum is important. • She has natural PR skills. • Her tremendous strengths: 1. Curriculum 2. PR 3. Finance/business	• Support base makes her more effective in her role. • School system seeks to channel power through PTA. • School advisory process is important. • Expectations are not gender related.

Organizational Level	COMMUNITY FORCES--EXPECTATIONS FOR:			
	VALUES	LEADERSHIP STYLE	JOB KNOWLEDGE	OTHER
Organization Informant B	• Wide spread support and respect. • She commands respect from business community. • Elected School Board represents the people and their views. • They question a lot. • Elected School Board has high expectations of her. • Gender is not a factor. • Expectations were in place for her before she got the job. • Community is very pro-education. They really stand behind her.	• She is recognized for outstanding leadership. • Expects her to be leader in education. • Head of school division. • They are amazed at her presence. • Elected Board works well with her style of leadership.	• She is very wise, learns from people, watches people, is well read, wants to be on cutting edge, is a good role model, is unique. She should be able to justify the financial resources needed for the school system. • She is a thorough person, does her homework, ... well documented.	• Support and power base are interlocked. • PTA is important power base.

Organizational Level	PERSONAL FORCES		
	BACKGROUND	**HER EXPECTATIONS**	**OTHER**
Organization Informant B		- She is a diversified lady, no person. - Supportive husband, they make a strong team. - Her heart is in education. - She wants students to have opportunities after they finish school. - She wants students to be computer literate. - Gender is not a factor.	

Organizational Level	TRANSMITTAL MECHANISMS				
	FORMAL		INFORMAL		
	POLICIES	MEDIA	NETWORKING	MENTORING	OTHER
Organization Informant B	• Annual evaluation.	• Media deal with her on a professional basis. • She treats them fairly.	• Networking outside division brings her respect. • Goes to schools for feedback. • She networks outside region. • Her visionary processes open doors with businesses. • She gets a job done through working with people. • She's out there all the time, talking and working with people.	• Mentors were School Board members, and assistant superintendent. • Mentoring came from all kinds of directions.	• Networking in community gives her information and understanding through civic meetings, church, business, symphony, and United Way. • PTA is important.

Organizational Level	DYNAMIC ROLE CREATION		
	ACCOMMODATION	**ROLE PERSONALIZATION**	**OTHER**
Organization Informant B	• She molded her style of leadership and her role through the organization. • She incorporates suggestions of School Board. • She is expected to perform the role as she inherited it, experienced it from the view of the assistant superintendent's job. • Her accommodation to the superintendency started within the last ten years. • Former superintendent worked in small groups. • She is more out there. • She started this role as an assistant superintendent.	• Support base gives her more flexibility to personalize. • She doesn't defend herself, just clarifies or justifies. • She controls her schedule by time management. • Most of time School Board lets her do her own thing and goes along with her.	

Organizational Level	ORGANIZATIONAL FORCES--EXPECTATIONS FOR:			
	VALUES	**LEADERSHIP STYLE**	**JOB KNOWLEDGE**	**OTHER**
Organization Informant C	• "Family" atmosphere in central office.	• There is a separation in the organization. It's lonely at the top. • However, there is constant contact at school system office. • Time consciousness is her helper. • She's a great observer of people, and a great listener. • She's a delegator, trusts people to get job done, does not micro-manage the staff.	• School Board should be policy makers, and stay out of day-to-day decisions. • Community should go to the person in the school system who could help them instead of the superintendent. • She reads all the time. • She came into the superintendency knowing what to expect because of her tenure as an assistant. • There were few surprises.	• Central office is very supportive of her.

Organizational Level	COMMUNITY FORCES--EXPECTATIONS FOR:			
	VALUES	LEADERSHIP STYLE	JOB KNOWLEDGE	OTHER
Organization Informant C	• School Board expects their demands and requests to be top priority. • They (community) also go directly to the School Board members with concerns. • She and School Board together deal with power base (County Supervisors). • School Board trusts her. • School Board expects confidentiality.	• They see her as the leader, role model. • They see her as the person in charge. • When problems and concerns occur, they go straight to the top.	• School Board often determines what's best when money is tight. • Special program requests are increasing in number. • Many demands from SPED parents. • School Board wants to be fully informed on everything going on.	• Elected Board is a real challenge.

	PERSONAL FORCES		
Organizational Level	**BACKGROUND**	**HER EXPECTATIONS**	**OTHER**
Organization Informant C	• She's very caring, unique, wonderful family member, active in church, but has limited time for personal concerns.	• She has had to make some tough personnel decisions, not exactly what she wanted. • Students are her #1 priority. • She has little time for a personal life. • 15 hour work days are common. • Her work schedule is required by job demands and her style. • Understanding husband. • They make time to be together. • He is her greatest fan. • She doesn't like surprises. • Women are more sensitive to others, and are better listeners.	

	TRANSMITTAL MECHANISMS				
	FORMAL		INFORMAL		
Organizational Level	**POLICIES**	**MEDIA**	**NETWORKING**	**MENTORING**	**OTHER**
Organization Informant C		• Positive media coverage. • Newspapers do very little editorializing. • She's very open. • She uses the media to promote schools more than they communicate expectations to her.	• Extensive community involvement in United Way, symphony, Arts Council, Red Cross, local bank, university. • Networking activities are important to her. • She networks with the PTA. • She has direct contact with schools.	• Mentoring influence was former superintendent.	• She has direct contact with School Board with 5-6 phone calls per day. • There is open communication to School Board with full disclosure to them. • Direct contact to public. Answers her own phone. • Community tells expectations to School Board members.

Organizational Level	DYNAMIC ROLE CREATION		
	ACCOMMODATION	ROLE PERSONALIZATION	OTHER
Organization Informant C	• School Board pushes for more hands-on involvement in day-to-day stuff. • School Board demands often control her plans for a day. • Community power base would also like more control in school system. • School Board policies impact her role. • Policies require accommodation from her. • She doesn't get to personalize as much as she would like.	• She's her own person. • She pretty much does it in the way she thinks it should be done. • She did not try to replicate the previous superintendent's ways. • She's not afraid to try new things. • Time management allows her to personalize her role. • She sometimes tells School Board what she thinks. • She controls the amount of her accommodation to power base demands. • Her role personalization depends on situation and which School Board members are involved. She always lets them know what she would prefer to do.	

Organizational Level	ORGANIZATIONAL FORCES--EXPECTATIONS FOR:			
	VALUES	LEADERSHIP STYLE	JOB KNOWLEDGE	OTHER
Organization Informant D			- Priorities of organization are budget, personnel, building, facilities. - She is a respected leader, well-prepared for the position, well-versed and well-experienced in area.	- Leadership challenges: getting right personnel in right positions, working with Board members, new elected members. - Strong support base from teachers. 2 types of expectations; day-to-day and broad long-range.

Organizational Level	COMMUNITY FORCES--EXPECTATIONS FOR:			
	VALUES	LEADERSHIP STYLE	JOB KNOWLEDGE	OTHER
Organization Informant D	• Elected School Board is more conscious of what they do and what constituents think of the job being done. • She is expected to be out front on all issues and problems. • When something goes wrong, it is the superintendent's responsibility. The superintendent is accountable. • Political leaders influence the School Board. • Our area is split up into separate regions with separate interests, and expectations. • They expect a good, sound, education program. • Strongest support base is in her home area. • Irate parents give her more respect, and control their language.	• She is expected to be the leader of the school system. • She takes a proactive approach. • Elected Board members expect to be treated equally. • She is an active leader, willing to work long and hard, sociable, gets along good with people. • Good people skills.	• She learned the job through experience, academic preparation, and hard work. She is devoted, and career oriented. She came up through ranks. • Board members rely heavily upon her for guidance and management decisions.	• Failure of bond referendum was big problem. • Blue Ribbon Commission was the result. • Strong rivalries. • Couple of supervisors put pressure on School Board to move forward too quickly on bond referendum.

Organizational Level	PERSONAL FORCES		
	BACKGROUND	HER EXPECTATIONS	OTHER
Organization Informant D		• She doesn't consciously work on relationships. • She gained confidence, became more outgoing, and is better at speaking before groups. • She made her career a priority. • No children. • The job takes a lot of time. • She must sacrifice time at home. • She learned how to handle the stress. • She has a vision to continue area as leader in public education, best possible education for students, and provide best instructional program. • She communicates her vision by working with School Board, staff, principals, parents, PTA, civic organizations, and through the media.	

	TRANSMITTAL MECHANISMS				
	FORMAL		INFORMAL		
Organizational Level	**POLICIES**	**MEDIA**	**NETWORKING**	**MENTORING**	**OTHER**
Organization Informant D	• Annual evaluation to review and detail everything.	• There was positive media coverage even when bond referendum failed. • She deals with the media in open, forthright manner.	• Professional relationships were enhanced by job. She is in demand more, so more chances are offered. • Her community involvement is very positive thing for her. • She goes to assistant superintendent for media with issues. Media go directly to her.	• Mentored through the ranks. • Worked for exceptional role models. • "Real fine people." • Former superintendent gave her every opportunity to get experience in all the areas. • Former superintendent felt she would want to move into being an applicant for job. • He mentored her into the position.	• School Board communicates directly with her. • Appointed Board communicated through chairperson. • Community goes to her directly by phone, letters, face to face. • PTA is important.

Organizational Level	DYNAMIC ROLE CREATION		
	ACCOMMODATION	ROLE PERSONALIZATION	OTHER
Organization Informant D	• She has done well with new elected members. • She has dealt with balancing different priorities. • She has less administrative freedom than former superintendent. • Board members are more actively involved in day-to-day operations. • She must treat all Board members equally. • Elected School Board more pressing, and demanding.	• She personalizes her role by the decisions she makes. • She persuades School Board to go her way most of the time. • When they don't agree, there probably comes a parting of the ways.	

Organizational Level	ORGANIZATIONAL FORCES--EXPECTATIONS FOR:			
	VALUES	LEADERSHIP STYLE	JOB KNOWLEDGE	OTHER
Organization Informant E	• She's a woman in central office who understands constraints of family obligations. • She is expected to get them (community) to see that without a good school system economic development will not happen. • The organization and community need to work together. • We can't let parents run the school system, but we must maintain working relationships, and be open to obvious input. • People do what she says. • She listens to both sides. • She is well respected by teachers, the School Board, the teachers' union about 90% of the time. • Some people thought the new position would change her.	• She communicates by sending out letters about anything needing explaining, and talking personally on the phone. • She's the type person that sees what's needed and does it. • She has a unique leadership style. • She has a participatory style, and time for everyone. • She is not considered a female leader, just a leader. • One of her strengths is her empathy. • She's viewed as a role model to other females in system.	• Organization challenges involve budget constraints. • She's a talented person, extremely bright, brilliant woman, very articulate, very intelligent, and a natural leader. • She used her people skills to engineer a commission that enabled people from different regions to work together to assess our division's needs. • Her lack of high school training and coaching was seen as a problem at first with much speculation.	• The teaching staff was thrilled at her appointment. She has much support there. • She must balance 3 areas: needs of area, students, and school system.

Organizational Level	COMMUNITY FORCES--EXPECTATIONS FOR:			
	VALUES	LEADERSHIP STYLE	JOB KNOWLEDGE	OTHER
Organization Informant E	- Same person but different role. - She has goal of entire school system in mind. - The Elected School Board has a major impact because they work individually for their constituents, and for their district. They answer to parents who elected them. - They expect her to set high standards, high ethical behavior, and maintain the division's good reputation. - Community has high expectations. They are well-educated, interested in education, and the area is very aware of education. - Political influence is important.	- She is personal, caring but she means business. - She's expected to be a leader, and an instructional leader. She has a role as administrator, community spokesperson, and the person able to handle problems.	Her role is that of instructional leadership.	- Challenges are citizen participation/demands, failure of bond. - Community rejected bond because of regional rivalries. - Very verbal community. - Special Education more and more complicated.

	PERSONAL FORCES		
Organizational Level	**BACKGROUND**	**HER EXPECTATIONS**	**OTHER**
Organization Informant E		• The bond failure was real crucial blow to her. • She's a lovely person, in her mannerisms, in the way she talks to parents. She's unique. • There is some evidence of gender: strength=male, soft=female, emotional. • She has made sacrifices in time with her husband. • She's good to herself, keeps herself healthy, travels extensively, is a great believer in the arts, and takes time for herself. • Her vision is for us to be the best, meet needs of students and community, have students adapt to changing technology, educate literate students with a strong core of learning and have life-long learners. • She has high expectations.	• I have never heard a negative comment about her.

Organizational Level	TRANSMITTAL MECHANISMS				
	FORMAL		INFORMAL		
	POLICIES	MEDIA	NETWORKING	MENTORING	OTHER
Organization Informant E		• Media coverage is positive, except for bond failure.	• She connects personally to students and parents. • She has professional involvement beyond area in state organizations.	• Former superintendent nurtured her, and helped her get into central office. • She had strong role models.	• The community is very visible at School Board meetings. They expect to be heard. • PTA meetings are important. • Staff talks to her directly on phone or in person. • Teachers also communicate through her assistants and supervisors. • People call her by her first name.

Organizational Level	DYNAMIC ROLE CREATION		
	ACCOMMODATION	**ROLE PERSONALIZATION**	**OTHER**
Organization Informant E	• She needs to work the political system, and be able to compromise. • Getting the team to work with you to solve problems is more vital than telling someone what to do. • She wants to meet them half way.	• You're put in the job, you learn what needs to be done, and if you survive, you do it. • She took an active role when bond failed, and she created the Blue Ribbon Commission. • She maintains her focus on children, learning, and instruction. • She's a lone wolf. • She wants to please everyone, but knows she can't. • She influenced the role of superintendent even before she was in it. • The former superintendent depended on her. • There are very few differences in her superintendency and that of former superintendent, except for elected board.	

Organizational Level	ORGANIZATIONAL FORCES--EXPECTATIONS FOR:			
	VALUES	LEADERSHIP STYLE	JOB KNOWLEDGE	OTHER
Organization Informant F	• People who got to know her put a lot of confidence in what she could do. • All of us look at change sort of weird. • She's still one of us. • She supports the school system, and she goes to events and activities.	• She meets a lot with principals on regular basis to let them know what's going on. • She is approachable.	• She's worked hard in learning everyone's job, and she wanted to know about everything. • She makes suggestions, and she's done her homework. • We have confidence that she's taking us down the right road. • She researches things. • We have confidence in her. • She's knowledgeable. • She has way of knowing how to figure out things, solve a problem, and how to innovate. • When she goes to the Board of Supervisors, she has to make sure she has everything down completely. • She has to get an "A" on each test. • Very intelligent, always carried the load of responsibility.	

Organizational Level	COMMUNITY FORCES--EXPECTATIONS FOR:			
	VALUES	**LEADERSHIP STYLE**	**JOB KNOWLEDGE**	**OTHER**
Organization Informant F	• Challenges come from political arena. • The community is very accepting of her as a woman leader. • Never any resistance. • The community was just a little surprised. • They took it for granted that a man would be hired again. • She has support of most of community.	• She is the leader of schools. • She is viewed as a leader with vision of what's going to happen in the future. • They know they need her help. • She has a compatible relationship with School Board. • She has bonded well with the School Board.	• She has to go in prepared and be able to prove everything. • They are very accepting, very taken back a little bit, that she is so knowledgeable. • They can't trick her up. • She is overly precautious about things. • She knows every aspect of what was going on.	• Criticism unjustified from community. • The clout is the Board of Supervisors. • They control the money.

Organizational Level	PERSONAL FORCES		
	BACKGROUND	HER EXPECTATIONS	OTHER
Organization Informant F	• She realizes where her roots were, her church and where she lived. Her church is behind her. • She has maintained friendships from elementary and high school.	• She genuinely cares about others. • Visible support is important to her. • Her husband is an exceptional person. • Her vision is to educate each child as best she can, help county progress, do a good job in working relationships with other superintendents in the state. • She has a wide base of friends. • She still vacations with friends. • She has a hard time scheduling because she's so busy professionally. • Professional responsibilities take precedence over personal things. • She is still friends with people she knew years ago. • She has a vision for technology also. • She's always been a confident person.	

Organizational Level	TRANSMITTAL MECHANISMS				
	FORMAL		INFORMAL		
	POLICIES	MEDIA	NETWORKING	MENTORING	OTHER
Organization Informant F		• She's been in the news more than former superintendent. • We have great media coverage that is better and more frequent since her superintendency. • Maybe they've been covering it so closely because they want to see if there is going to be something controversial.	• Her involvement includes the symphony, Chamber of Commerce, and bank board. • She became more involved in community affairs when she left her first elementary school job and went to the central office. • Support from local university, colleges, civic groups. • She works with and knows about other counties.	• Her first principal has always been supportive. • Teachers, friends, colleagues had impact on her becoming a superintendent.	• She has direct telephone conversations that are used for discussions. • Folks walk right up to her and say what they want.

Organizational Level	DYNAMIC ROLE CREATION		
	ACCOMMODATION	ROLE PERSONALIZATION	OTHER
Organization Informant F	- She may have to answer a few more questions because she's a woman working in a man's world. - She adapts to School Board policy. - She goes along with what they recommend. - It's a hard job pleasing everybody. - She's being pulled toward supervisors and School Board and all the different factions with which she has to deal.	- This role is not hard for her. - She hasn't buckled at all. - School Board goes along totally in agreement with what she suggests and what she wants. - When met with defeat, she just figures out another way to do something, and she doesn't miss a beat. - She bends over backward to show students and teachers that she supports them. - In her role, she makes a few more niceties happen, and she is caring. - Men don't always think of those things. - She's more involved outside the system than former superintendent was. - She has her influence on people enough to sort of communicate to them which way they should be pulling. - She works with them. - She is still courageous and would stand up for what she thinks.	

	ORGANIZATIONAL FORCES--EXPECTATIONS FOR:			
	VALUES	**LEADERSHIP STYLE**	**JOB KNOWLEDGE**	**OTHER**
Spouse				• She appointed new folks in positions and it was a big challenge.

	COMMUNITY FORCES--EXPECTATIONS FOR:			
	VALUES	**LEADERSHIP STYLE**	**JOB KNOWLEDGE**	**OTHER**
Spouse	• There is great community support for education. • She gets lots of support from local elected officials in county.	• The greatest impact on her getting the job was the appointed School Board. • There was a big change with elected School Board. • Community expects her to be a leader. • They want her to do best job she can.	• She is tested on little things from School Board. I don't know whether they really think a woman shouldn't be in that job.	• Special Education is a big challenge. • The referendum was a big challenge. People were divided on it. • A challenge came from a supervisor candidate. He was wrong and apologized to her personally and in paper. • She has a high level of community support that protects her from the School Board.

	PERSONAL FORCES		
	BACKGROUND	**HER EXPECTATIONS**	**OTHER**
Spouse	• I could tell when she was taking those classes that she wanted to continue. • Former superintendent decided to retire and she did not want to break another one in. • If the former superintendent was still there, they may not have got after her for this or that.	• Assistant superintendency was important in her seeing how they treated the superintendent. • She has lots of self-confidence because of the community support. • Her personality is the reason for support. • She's outgoing, open-minded, and listens to anybody. • She makes time for anybody with complaints that calls. • The woman thing has never been a problem, but I guess it could be. • This job requires lots of hours. • She thinks she has to be on top of practically everything. She doesn't assign things and forget it. • She's very conscious of her job, the work she has to do, what she needs to do, what she would like to do. • She's just outgoing. • Anybody she meets is not a stranger. • She still finds time to go on trips with friends. • We just don't take enough time with family anymore. • I can see a female in superintendent's role, if spouse is willing to go along. • I'm behind her, support her, and that's it.	• She's fair and treats everybody the same.

	TRANSMITTAL MECHANISMS				
	FORMAL		INFORMAL		
	POLICIES	MEDIA	NETWORKING	MENTORING	OTHER
Spouse	• Annual reviews give her points both good and bad. • <u>Each</u> School Board member evaluates her.	• Media coverage is good.	• She meets a lot of different people. • If she had not been in that job, we probably wouldn't have got to know so many people.	• Her mentor was the former superintendent. • University professors were important influences that encouraged her to seek a superintendency position.	• Anybody can talk directly to her at home.

	DYNAMIC ROLE CREATION		
	ACCOMMODATION	ROLE PERSONALIZATION	OTHER
Spouse		- The appointed Board let her do her own thing. - The elected Board has its own opinions, but they still let her do what she thinks is best.	

Appendix C

Thank You Letter

September 21, 1997

Dear _____,

      Thank you so much for talking with me about the socialization forces impacting a female superintendent. Your insights were very helpful, and I appreciated your willingness to answer my questions so openly and directly.

      It is my hope that the research I am doing will not only enable me to complete my dissertation but also will be of use to other women who aspire to the superintendency.

      Enclosed you will find a copy of the transcript taken from the interview recording and a copy of the signed consent form. If you have any further comments, questions, or wish to correct any part of the transcript, please feel free to call me at 804-822-6952.

      I will be following up with you if I have any further questions. Thank you again for your participation.

Sincerely,

Sue B. Davis

Script for Introductory Telephone Call to Recruit Informants

My name is Sue Davis. I am a doctoral candidate in Educational Administration at Virginia Tech. Thank you for taking a few minutes out of your busy day to speak to me.

I would like to ask you if you would be willing to participate in a dissertation study that is focusing on the socialization forces impacting a female superintendent. I have already acquired the permission of your superintendent to conduct this study.

This is a single-case study which would involve you in an interview. I would arrange a time and location convenient and comfortable for you. The interview should involve approximately two hours.

Name of informant_____

Phone number_____

Interview date and time_____

Location_____

SUE B. DAVIS
7486 South Boston Highway
Sutherlin, Virginia 24594

Home-(804) 822-6952   Work-(804) 799-6420

EDUCATION

December 1997	Ed.D., Virginia Polytechnic and State University- Educational Administration
1993-1997	Virginia Polytechnic and State University-Doctoral Candidate
1982-1987	University of Virginia, Averett College Advanced Graduate Studies
May 1982	M.S., Averett College-Early Childhood and Supervision
May 1975	B.S., Averett College-Early Childhood Education

PROFESSIONAL BACKGROUND

June 1997 to Present   Adjunct Instructor-Averett College
        -Supervised preservice teachers in practicums and internships
        -Led seminars for preservice teachers

June 1997 to Present   Educational Consultant
        -Provided workshops and training sessions on quality management,
        change and team processes for counties of Henry, Halifax, Caroline, Middlesex
        in Virginia.

July 1996 to Present   Professional Development Coordinator
        Danville Public Schools, Danville, VA 24541
        Highlights:
        -Served as trainer and division facilitator for quality management
        -Assisted and facilitated school improvement teams at 16 schools with
        continuous improvement plans
        -Coordinated and led development of a professional development school
        model between Danville Public Schools and Averett College
        -Coordinated all school accreditation procedures for the State of Virginia and
        Southern Association of Schools and Colleges

June 1997-August 1997   Interim Assistant Superintendent for Human Resource Services and Staff Development
        Danville Public Schools
        Highlights:
        -Processed, interviewed, and recommended classified and licensed personnel
        for all vacancies
        -Created news releases and public information
        -Coordinated all personnel matters for the reorganization of school system
        from 3 to 4 levels
        -Served on superintendent's executive management team

July 1994-June 1996	Principal- Westover Elementary School
	Danville Public Schools, Danville, VA 24541
	Highlights:
	-Planned and facilitated merger of Park Avenue Elementary School (pop. 250) and Coates Elementary School (pop. 350)
	-Coordinated Comprehensive School Health Grant from Virginia Department of Education in 8 curriculum areas
	-Trained division personnel in quality processes
July 1988-July 1994	Principal- Park Avenue Elementary School
	Danville Public Schools
	Highlights:
	-Graduate of Center for Creative Leadership, Greensboro, NC (nationally acclaimed educational leadership development program)
	-Created site-based management system through teacher empowerment to expend funds for instructional office operations
	-Trained and served as personnel recruiter to positively promote school system and attract high quality teaching candidates
	-Developed business partnership with Corning, Inc., to create Koalaty Kid Program to reinforce quality student performance
	-Piloted quality project for VA State Department of Education Jaycee Young Educator of the Year, 1989
September 1985-June 1988	Teacher Evaluator- Danville Public Schools
	Highlights:
	-Evaluated teachers for candidacy to merit pay system
	-Served as substitute principal in absence of regular principal
June-July 1987	Principal- Elementary Remedial Summer School
	Danville Public Schools
	Highlights:
	-Coordinated and implemented the k-4 remedial summer program theme and curriculum
	-Coordinated all aspects of scheduling, records, teacher supervision, class assignments, and transportation
	-Created weekly newsletter for students and parents
June-July 1983	Assistant Supervisor- Academically Gifted Summer School
	Danville Public Schools
	Highlights:
	-Assisted elementary and secondary teachers with curriculum, materials, scheduling, class assignments
	-Coordinated transportation-arrival and dismissal
August 1975-June 1988	Classroom Teacher, W. Townes Lea Elementary
	Danville Public Schools
	Highlights:
	-Taught first grade in self-contained classroom using integrated curriculum approach with inclusion for learning disabled and remedial reading students