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**PERCEPTIONS OF PRINCIPALS OF COLOR
AND EUROPEAN AMERICAN PRINCIPALS OF THEIR
AFRICAN AMERICAN SUPERINTENDENTS' LEADERSHIP**

Committee:

Nolan Estes, Supervisor

Jean Madsen

Martha N. Ovando

Oscar Mink

Charles T. Clark

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by

Nicholas Cormier, Jr., B.A., M.S., M. Ed.

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The superintendent is faced with the challenge of managing their image, building relationships, and utilizing their resources in such a way that they will be perceived as effective, creditable and trustworthy by their principals. Research by Chemers and Murphy (1997) found that perceptions of the leader by followers are the very foundation on which the leaders ability to influence are built.

This study sought to: (1) examine the perceptions that a diverse group of principals have of their African American superintendents' leadership; (2) identify any differences that exist between the perceptions of principals of color and European American principals about their African American superintendents; and (3) examine how African American superintendents perceive their leadership in a diverse environment. Qualitative methods were used to examine the perceptions of the principals and the superintendents.

Ethnic diversity was the variable used to describe principals of color and European American principals' perceptions of their African American superintendents leadership. Results of the study revealed that principals of color perceived their superintendents differently than their European American counterparts, and European American females had higher levels of trust for their African American superintendents than the European American males.

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CHAPTER I

Introduction

Leading a diverse group of principals in large inner city public school districts presents many challenges for African American superintendents. Research has shown that the ethnic make up of a group can have a significant effect on how the group members feel and behave. Leaders of diverse groups are also seriously affected by group diversity. Mayo, Meindl, and Pastor (1994) found that group diversity has a profound effect on how leaders feel, think, and behave. Therefore, the study of group diversity and leadership has both theoretical and practical significance. The focus of this study is on the perceptions that a diverse group of principals have about their African American superintendents' leadership.

Specifically, this study will: (1) examine the perceptions that principals of color and European American principals have of their African American superintendents' leadership; (2) identify any differences that exist between the perceptions of principals of color and European American principals about their

African American superintendents; and (3) examine how African American superintendents perceive their leadership in a diverse environment.

The superintendent is faced with the challenge of managing their image, building relationships, and utilizing their resources in such a way that they will be perceived as effective, credible and trustworthy by their principals. Research by Chemers and Murphy (1997) found that the perceptions of the leader by followers are the very foundation on which the leaders ability to influence are built. How this diverse group of principal's perceive the superintendent may determine his success and longevity in the school district.

African Americans are already underrepresented as superintendents of schools. Data provided by the American Association of School Administrators (AASA), (1992) on the superintendent's position revealed that 3.4 percent were minority men, 0.4 percent were minority females, and 4.6 were White females. In addition, the data from the 1992 AASA study showed that 8.6 percent of assistant superintendents were minority men, and minority women accounted for 3.3 percent. As indicated by AASA the pool from which to select future African

American superintendents is not very large (1992). Hodgkinson and Montenegro reported that while the majority of superintendents are White males, gender and race gaps are slowly shrinking (1999). In 1985 three percent of superintendents were minorities, and today they are still only 5 percent of the total (Hodgkinson and Montenegro, 1999). Minority superintendents, like women superintendents, are more likely to be found in large inner city areas than in rural school districts (1999).

It is also very important that children see African Americans leading schools and school districts. Leaders of color can serve as role models for children of color, leaders of color in public school districts have been recognized for their ability to improve academic achievement for children of color (Jones, 2001). There is evidence that supports the idea that a diverse group of school leaders is needed in schools districts today (p.11). It is also very important that African American children see African American superintendents effectively leading public school districts. Research has produced a number of findings on what is and effective leader.

House (1996) provided a highly accepted outline on their study of leadership that included the two categories of leader behavior, one related to interpersonal relations and the other concerned task accomplishment. Chemers (1997) in his integration of the literature on effective leadership provided a model that outlined three pervasive leadership functions that he believes are necessary in leading a diverse workforce. The functions include image management, relationship development, and resource utilization and team deployment.

Chemers integrative leadership model provides this researcher with a way to examine the principals of color and the European American principals perceptions of their African American superintendents in large school districts. This conceptual model consists of three functional areas of effective leadership for administrators in organizations that proportionately contain a diverse workforce. These are: 1) Image management, 2) relationship development, and 3) team coordination and deployment.

The first function is Image management, through which superintendents can establish credibility by creating an image that is consistent with the principal's

expectations of what an effective leader look like. Chemers (1991) and Chemers (1993) states that because the processes underlying image management are perceptual and cognitive, they are susceptible to bias and distortion.

The second function is relationship development, which affect the interpersonal relationship between the superintendent and principals that impacts subordinate motivation, task accomplishment, and perceptions of fairness. Chemers (1997) stresses the importance of leaders in building relationships with followers. He states that effective leader-follower relationships are built on a foundation of mutual understanding.

The third function is team coordination and deployment that deals with the superintendents' ability to successfully coordinate the resources that is at their disposal to accomplish the school districts mission. These three pervasive leadership functions, and Brickson's (2000) identity orientation model will be utilized as the theoretical framework for this study about African American superintendents.

There are various approaches used to understand the impact of diversity on organizational life, but theorists generally agree that identification processes play an important role in the dynamics that appear in diverse organizations (Nkomo & Cox, 1996). Nkomo and Cox propose that new approaches in diversity research should go beyond traditional modes of thinking about identity, and they stress to those that see identities as multifaceted and dynamic adopt multiple levels of analysis to promote positive discourse about diversity in organizations (p. 341). The framework offered by Brickson (2000) appears to meet the criteria set forth by Nkomo and Cox.

As a way to understand cultural identities with the principals of color and the European American principals in large inner city school districts, this researcher used an identity orientation model designed by Shelley Brickson (2000). Brickson offers an identity orientation model that outlines three identity orientations that affect organizational outcomes in a diverse work environment. Brickson's identity orientation model consists of organizational structures that include personal identity orientation, collective identity orientation and relational identity orientations.

When a personal identity orientation is prevalent in an organization, individuals are motivated by self-interest, compare their outcomes to others, experience interpersonal competition, and they tend to have an intense concern about their own welfare. Individuals in organizations that have a personal identity orientation will also advance their own position and are not motivated to pursue other's perspectives, and individuals' affective responses to minority groups is ambivalent.

A personal identity orientation will emerge when there is interpersonal competition in the organization. When individuals rather than partnerships or teams interpersonal competition is encouraged. Organizations that have a personal identity orientation may avoid some of the disadvantages of diversity, but they may experience discomfort with issues of diversity.

Second is the collective identity orientation that refers to individuals in an organization that see themselves in terms of group membership, and when work is performed by a distinct group of individuals, performance is measured and rewarded according to group membership. Organizations that have a collective

identity orientation can have positive outcomes when work is performed by a distinct group of individuals.

Finally, organizations that have a relational identity orientation are characterized by interpersonal cooperation, and a structure that emphasizes dense and integrated networks of relationships. Individuals in an organization that has a relational identity orientation see themselves as relationship partners.

Statement of the Problem

African American superintendents are faced with a huge problem of working with their various constituencies to provide an education to minority and disadvantaged children. Over eighty percent of the student population in large inner city school districts is composed African American and economically disadvantaged students, and the achievement gap between minorities, disadvantaged and white students is increasing. Research has shown that leadership effectiveness is often dependent on others' perceptions of the leaders behavior and communication (Cooper & Croyel, 1984, Dorn, 1986, Johnson & Payne,1997 and Yukl, 1994).

In order to meet the challenge of leading large public school district, African American superintendents must have a better understanding of how they are perceived by their principals that are leaders in their school districts. Peterson (1999) found that superintendents perceived their building principals as critical to the achievement of their goal of improving student achievement. African American superintendents are already in short supply and if they are to be successful in a diverse environment, they must know how to manage an ethnically diverse group of principals. As stated earlier, today's inner city superintendent is faced with a multitude of problems.

Although Jones (2001) conducted a study on the perceptions of principals in successful school districts, and Peterson and Short (2001) conducted a study on school board's perception of district superintendents, there is limited research on the perceptions of leaders of color in successful school districts, in addition little is known about African American superintendents leadership in large school districts. There is also little that is known about the perceptions of principals of color and

European-American principal's interactions with their African American superintendents.

Purpose of the Study

Today, superintendents in large public school districts are faced with a myriad of social, political, and economic variables that shape both ideal and real expectations. They must please all of their constituents if they are to be successful in a career field that has limited longevity. The Average tenure of superintendents in large public school districts is 2 to 3 years. The problem really is how do you meet the needs of a diverse group of individuals and be perceived as a capable leader by everyone.

There has been a great deal of research done on building principal's leadership in public schools, but there has been limited research conducted on the perceptions of superintendents' leadership in diverse school districts. As noted by Peterson (1999), building principals are vital to overall student achievement. A review of the literature strongly suggest that a study of the perceptions of a diverse

group of principals of their African American superintendent's leadership is worthy of further research.

Research Questions

1. What perceptions do principals of color and European American principals in three successful large public school districts have about their African American superintendents' leadership?
2. What differences, if any, exist between the perceptions of principals of color and European American principals about their African American superintendent?
3. How do superintendents of color in successful school districts perceive their leadership in a diverse environment?

Definition of Terms

1. African American are all individuals born, raised and living in the United States that are descendants of African slaves or who would be considered members of the black race in the United States of America.
2. Diversity in this study will include only ethnicity, gender and race.

3. European American includes all individuals that would be considered members of the White race in the United States of America.
4. Hispanics referred to in this study are descendants of individuals of Mexican decent.
5. Image Management refers to those aspects that affect the perception of the leader by others.
6. Large inner city public school districts are districts with over 14,000 students.
7. Leadership is defined as a process of social influences in which one person is able to enlist the aid and support of others in the accomplishment of a common task.
8. Principals of color are individuals of African American or Hispanic ethnicity.
9. Relation development encompasses the leader's efforts to establish an exchange that motivates followers.

10. Resource utilization and deployment concerns the ability of the leader to make the most effective use of his or her own energies and available resources, and the talents, efforts and resources of subordinates in the accomplishment of organizational objectives.
11. Successful school district has at least 95 percent of the schools in the district with at least an acceptable rating on state mandated standardized test.

Limitations

This study was a qualitative study that involved only three school districts, so this researcher was unable to make generalizations, because of the limited number of districts participating. The design of the study also posed certain limitations that are unique to qualitative research. Qualitative research and case study methodology pose certain limitations that must be overcome by the use of techniques to insure the quality of the research (Lincoln, 1992). Generalizations cannot be reasonably made and the inability to make generalizations is considered limitations of this qualitative study. This study will focus on principal's perceptions of African American superintendents only. It will not address the

perceptions of the school board, teachers and community members. The perceptions of the school board, teachers and community could prove to be different than that of principals about the African American superintendents' leadership in diverse school districts.

The study only concentrated on three school districts in one state in the southwestern part of the United States. There are a very limited number of books and journals that address African American superintendents in large inner city school districts. This imposes a limitation on the amount of information available to conduct research. This study was limited by possible researcher bias, because of him being African American, and the study is about African American superintendents. Although every effort was made to be unbiased, there is a possibility that biases of the researcher could have caused some of the data to be misinterpreted.

The length of time spent in conducting the study was only nine month. It is possible that a longer study could provide different results. In addition, during the course of the study African American, Hispanic and European American principals

were interviewed. There is a possibility that bias responses could be obtained for these different ethnic groups. Chemers model (1995) has been used on European American leaders, but it has not been used with on African American superintendents, and this model will be used extensively in this study.

Significance of the Study

This study examined principals of color and European-American principals' perceptions of their African-American superintendents leadership, inter-ethnic differences in perceptions, and African American superintendents perceptions of their leadership of a diverse workforce. There is limited research conducted on how principals of color and European-American principals perceive superintendents of color in their capacity of superintendents of large inner city school districts. With the many challenges that are faced in large inner city school districts, it is essential that leaders of color have knowledge of their principals' perceptions. African American superintendents and a diverse group of principals may need to redefine their interactions as it relates to their leadership image, relationship development, and resource utilization and deployment. Institutions

that train superintendents could use these results to restructure their preparation programs.

Cross-Cultural Research Dilemmas

The researcher being of a different ethnic origin than some of the participants had to deal with the elements of trust and rapport that presented a dilemma in this study that involves participants of different ethnic groups. Establishing trust and rapport are critical issues that must be addressed in order to have all of the participants share their true perceptions of their African American superintendents' leadership. This researcher used the multiple interviews to build trust and rapport with each participant so that they could share their true perceptions, and really be contributor to the study. European American, and Hispanic colleagues were utilized to analyze the collected data. In this cross-cultural analysis, the researchers analyzed the data separately to ensure a reliable coding system.

Methodology

A qualitative case study was utilized to conduct the research. This approach was guided by the guidelines provided by Merriam (1998), Glesne (1998), Denzin and Lincoln (1990), and Creswell (1998). This was a single case study using similar participants within the context of three diverse school districts. This methodology provided the means to explore the interactions between the superintendents and principals of participating school districts and how they perceive each other in their roles of leader-follower. Meetings between the superintendents and principals were observed. Superintendents and principals were interviewed on three separate occasions. The researcher used open-ended questions to provide the superintendents and principals the opportunity to fully express themselves. These interviews were taped using two tape recorders, and notes were taken during each interview. A journal was utilized to record all relevant events discovered during the study.

Summary

In this chapter the researcher provided an overview of the study and a preview of its organization and stressed the important implications of perceptions that a diverse group of principals have of their African American superintendents' leadership. The statement of the problem, the purpose of the study, the limitations of the study, and the cross-cultural dilemmas were presented in this chapter. Chemer's model of leadership that included image management, relationship development, resource utilization and team deployment were used as the theoretical framework for this study was discussed.

In addition, Brickson's identity orientation model that consists of personal identity orientation, collective identity orientation, and relational identity was used as the theoretical framework to guide this study. The three questions that guided this study were identified. The chapter concluded with a discussion of the methodology that was used to guide this study was provided.

Preview

Chapter II will provide a review of the literature and discuss the many challenges that are faced by leaders of color in diverse organizations. Chapter II will also explain how Chemers integrative leadership model that includes image management, relationship development, and team coordination and deployment, will be used as the theoretical framework for the this study.

In addition Brickson's identity orientation model that includes personal identity orientation, collective orientation, and relational orientation was used to code and analyze data regarding the principals perceptions of their superintendents' leadership.

CHAPTER II

Review of the Literature

Introduction

Leading a diverse group of principals in large inner city public school districts presents many challenges for African American superintendents. Research has shown that the ethnic makeup of a group can have a significant effect on how the group members think, feel and behave (Mayo, Meindel, and Pastor, 1994). Cox (1994) reported that leaders of diverse organizations are also seriously affected by group diversity. Mayo, Meindel, and Pastor (1994) found that group diversity has a profound effect on how leaders feel, think and behave. Because both superintendents as leaders and principals as followers are affected by diversity, the study of group diversity and leadership has both theoretical and practical significance.

This chapter will be divided into four parts: First, a brief history of superintendents, and their roles as leaders of school districts, and an overview of

the historical perspective of African American superintendents and their role as school district leaders will be provided. Next, a review of the studies concerning leaders of color, and leaders of color in diverse organizations will be provided. The third part of the chapter will examine the roles of superintendents. While African American superintendents and European American superintendents have similar roles, the African American superintendent can be perceived differently.

The last part of this chapter will focus on the theoretical framework that will be used to inform the study. Chemers (1997) offers a integrative leadership model that will be used as the theoretical framework for this study. This model of leadership includes image management, relationship development, and team deployment and coordination. Brickson's (2000) identity orientation model that includes personal identity orientation, collective identity orientation, and relational identity orientation will also be use as a framework to examine the perceptions that principals of color and European American principals have of their African American superintendent.

This review will be primarily limited to the African American superintendent. While other minority groups are faced with similar challenges, the main focus of this study is on perceptions that principals of color and European American principals have about their African American superintendents' leadership in diverse large inner city public school districts.

Historical Review of Superintendents

The history of the superintendent officially began in 1937, but there were superintendents appointed as early as 1840. Campbell (1990) reports that the first superintendent on record was appointed in Buffalo, New York on June 9, 1937, and the following month on July 31, 1937 in Louisville, Kentucky the second superintendent was appointed. In 1840, St. Louis named a superintendent of schools but he was paid no salary, and in that same year a individual by the name of Nathan Bishop was appointed superintendent in Providence, Rhode Island with a beginning salary of \$1,250, a nice salary for the times (Norton, Webb, Dlugosh, and Syouts, 1996). The early superintendents were appointed in large cities.

The early inner city school superintendents were white males, and most were raised in small towns (Kowalski, 1995). Whites began fleeing the inner cities after in the 50's and throughout the 70's, and as White student enrollment in the inner city schools decreased African American enrollment in city schools grew steadily (Jackson, 1995). The demand for different leaders began to be voiced, and as the African American student population increased in the cities, there was a desire for African American superintendents. In the late 60's and early 70's African Americans, the majority of which were men, were appointed as superintendents of inner city school districts (Jackson, 1995).

In 1969, Ersel Watson was the first African American superintendent appointed to a large urban school district in Trenton, New Jersey, and in 1970 Marcus Foster was appointed to the Oakland, California position (Scott, 1980). There are nearly 15,000 school districts, but there were only 43 African American superintendents listed in 1974 (Scott, 1980). A more recent study conducted by Moody (1996) discovered that there were 223 African American superintendents nation-wide. In 1990 the American Association of School Administrators (AASA)

listed only 3.4 percent of the school of the 15,000 school districts had minority superintendents, and more recent research conducted by Hodgkinson and Montenegro (1999) found that minorities represented 5 percent of the superintendents in the United States. The change in the demographics of large cities in the United States is one of the main reasons for the increase in African American Superintendents. Jones (1986) and Scott (1980) both predicted that there would be an increase in African American Superintendents because of the number of African American students that are attending schools in large districts. The demands made of African American superintendents in inner city public school districts are noteworthy.

There is no research to show that African Americans were excused from any of the role expectations and responsibilities of the position of superintendent, there are indications that their ideal roles were different. They were often required to assume additional responsibilities that seemed to be forms of stereotypical race driven perceptions (Kowalski, 1995). African American superintendents are faced

with many challenges when leading large inner city school districts, but when they must lead and interact with a diverse group of followers their problems intensifies.

Roles of the Superintendent in Public Schools

The roles of the African American superintendent may be different than their European counterparts in some areas, but in the role of public official, the role of politician, and the role of manager they are similar. Over the years the roles of the public school superintendent has undergone many changes, but today, the superintendent's role include the internal operations of the schools, and the social, economic, political, and legal forces external to the schools (Jackson 1995). The role of the African American superintendent may be different than their European American Counterpart in some areas, but in the roles of public official, politician, and manager that are about the same. Jackson (1995) identifies three major roles of the superintendent, public official, politician, and manager.

Role of Public Official

Superintendents are in a unique position as a public official because unlike other public officials they are not elected. In a study conducted by Harmon Zeigler, Ellen Nehoe, and Jane Reisman (1985) it was pointed out that superintendents were accountable to the public, but they could only be removed from their position by the school board. The school board members are elected officials, and are therefore accountable to the public. In the role of public official the superintendent has to please the city counsels, city managers, the community, their staff, and most important the school board. This holds true for both the African American and the European American superintendent.

Role of Politician

Another role that the superintendent has is that of politician. In the role of politician the superintendent must build coalitions, negotiate agreements, and stay above politics. Susan Moore Johnson (1996) found that superintendents who are really sincere about educating the public's children want to do so without being involved with or being touched by politics even though they understand that

interest groups influence programs, resource allocation, and coalitions get concessions that one individual cannot get. Several superintendents believe that they are above politics. Blumberg (1985) provides reasons for this reaction on the part of superintendents about politics: “Education is for children, the thinking goes. It is too important and sacred a social function to be mixed up in politics, whether politics is public and partisan or involves the covert, astute manipulation of competing pressure groups in community or school board. Educators should maintain a position untainted by the political battles that occur in the community and consciously seek to ensure that schools will be unscarred by those battles”. In order to be successful in the position of superintendent, it seems feasible that educators pay attention to politics.

Johnson (1996) did an extensive study on superintendents and she found that politics was central to the work of superintendents. She stated that superintendents can not hope to be successful as educational leaders without being active political leaders (p.155). Johnson goes on to say that superintendents must build coalitions, negotiate agreements, force concessions when necessary, and those educators who

feel that they can be successful being “above politics” are simply not realistic (p.153). It seems reasonable to conclude that European American and African American superintendents cannot afford to ignore the importance of politics.

Role of Manager

Superintendents are expected to be managers. School districts are bureaucratic organizations that require managerial leadership (Johnson, 1996). Johnson found that constituents expected their superintendents to exercise managerial leadership (p.26). Johnson postulates that because school districts are fundamentally bureaucratic organizations they require thoughtful and thorough management, and it does not matter whether a superintendent is African American or European American the expectations are the same (p.24). Managers must be able to plan, organize, command, coordinate, and control (Robbins, 2000). It appears that today, superintendents, as managers, must be creative in planning, designing an organizational structure that reflects a clear vision for the district, provide supervision, and coordinate the overall organizational activities to be considered

efficient managers. In most school large inner city school districts superintendents as managers must also contend with a diverse group of followers.

Diverse Perspectives of African American Superintendents

Historically, African American public school leaders have been viewed differently than European American school leaders. Jones (1986) found that African American school leaders were viewed differently than their European American peers. This was based on the view that European American leaders have superior leadership characteristics or qualities to the African American school leaders (Sleeter, 93). Scott (1980) reported that one African American superintendent in a large diverse inner city school district made the following comments:

...The superintendent's response to his responsibilities is uniquely affected by the fact that people respond to him differently because he is black.

The school superintendency is one of the most crucial and perhaps most difficult positions in American life today. The Black superintendency is doubly difficult and complex because this type of leadership is at the center of virtually all the current social revolutions on educational leadership.

A Black superintendent finds prestigious leaders, indifferent masses, officials, committees, newspapers, and traditions perennially at odds regarding his total responsibility and development of policies essential to the long-range quality of public education.

Scott goes on to say that it is unfair that an African American superintendent must be far better than his European American counterpart at handling the demands and fulfillment of the role of superintendent and the coming up with solutions to day-to-day problems in a meaningful framework (p.86).

African American superintendents are expected to play a larger leadership role when addressing concerns of the African American community. Scott (1980) reported that John Dobbs, special assistant to the state superintendent for public instruction in Michigan made the following statements:

The Black superintendent, more than his White counterpart is generally one of the highest-level, most visible public officials, and this means that he serves as a role model for the entire Black community and is expected to play a much broader leadership role in addressing the longstanding

concerns of Black and poor people who have been historically least served by the public schools.

African American superintendents are viewed by other African Americans different from their European American counterparts. Scott (1980) in his study on African American superintendents received the following statement from Albert Ward concerning the difficulties that African American superintendents face from some African American constituents:

...There do seem to be distinguishable commonalities among the problems experienced by Black and White superintendents. However, there are differences in the responses of Black people to Black Superintendents. One difference is the “walk on water” quality of expectations that students, parents, and staff have of the Black superintendent. You are expected to solve immediately problems that stem from decades of economic, social, and racial injustice. For example, how can you have a quality education program with current and historical grossly inadequate levels of fundings? A second problem is the persisting ‘test-of-fire’ quality of interaction with Black peers, staff, students, and parents. Many don’t seem to be satisfied unless there is a constant pass-fail kind of confrontation with the superintendent. It reminds me of the adolescent game, ‘playing the dozen’.

African American superintendents are sometimes perceived as less equal to their European American counterparts. Jones (1986) said that African American leaders were usually perceived as less equal than their White counterparts in society. Sizemore (1986) found that African American leaders were faced with loyalty issues (i.e., leadership image, bureaucratic ideologies, etc.) in the organizations that clash with their own socialized beliefs (ethnic kinship, culture, etc.). Our socialized view of leaders of color must change, and the perceptions of their abilities must also change. It is these differences that serve as a foundation to conduct this study.

African American Superintendents and Their Interactions with Followers

African American Superintendents who interact with diverse groups and individuals with different cultural identities must contend with a followership that may not support them. Research has shown that followers perceptions of leaders of color are frequently checked against prototypes where followers hold of leader

attributes such as intelligence, and expectations of how leaders should perform (Hollander, 1993). There is also trust differences between leaders and followers. Researchers have found that whites had less trust for leaders of color than they had of European American leaders (Jeanquart-Barone, 1993). Researchers have used social and role theories to explain how African American superintendents had experienced success in culturally diverse large school districts.

Role theory can provide an explanation of behaviors of individuals in different situations. Banks (1991) points out that role theory provide the basis for the examination role socialization and also explain the behaviors of people in occupational roles such as superintendents. Role theory can also define how individuals are expected to behave. Toren (1973) claimed that role theory is based on ideas that a role defines how individuals are expected to behave, how individuals in various roles perceive what they are supposed to do, and the actual behaviors of those individuals. The environment can have an effect on how people perceive and interact with others.

Researchers have found that a person's environment has an impact on how they perceive and interact with people who are ethnically, culturally, and socially different (Jones, 2001). Assumptions are made about people of color and how they should behave. Banks (1991) stresses that socialization about others leads them to make cultural assumptions about people of color. She also contends that people make value judgments, character assessments, and stereotypical comments (1991). People of color are not always accepted because they have ethnical and cultural differences. Jeanquart-Barone (1993) and Watson & Barone (1976) found that there was a lack of acceptance of ethnical and cultural differences at both the institutional and campus levels. These cultural differences have in some instances resulted in barriers being set up to prevent upward mobility.

Problems That African American Leaders Face

African Americans have had to overcome barriers to get the top job as leader of organizations. Research by Scott (1980) showed that there were barriers that prevented African American from equal and massive access to privileges of upper management. These barriers included artificial tests, special certifications,

and prior experiences. In addition, Jones (1986) research on African American leaders revealed that their upward mobility maybe even worse than for women. Many African American leaders reported that their followers often attempted to place stereotypes that kept them at a disadvantage.

Jones findings revealed that European managers often felt uncomfortable sponsoring African American managers and that black managers were frequently assigned to insignificant jobs (1986). Cose (1993) writes about the experiences of African Americans in corporations dealing with demons that they encounter as a result of being in majority organizations. Cose tells the story of a highly qualified consultant who had a Ph.D. in organizational behavior and analysis that got a job as president of a company, but the job title was changed to executive director, and while on a retreat a White male consultant drew a picture of how he saw his Black boss. The picture was that of a child being supported by the consultant. The Black executive director saw this image as indicative of a depressing lack of confidence. He felt that this was a clear message the he was not being taken seriously (1993).

Greenhaus, Parasuraman & Wormley, (1990) found that leaders of color were less accepted and had less discretion than their European-American counterparts. Even with the barriers that leaders of color must overcome, African Americans have been successful in the leadership arena (Nash, 1988). It is these findings that led this researcher to the literature about leaders of color in diverse organizations.

African American Leaders' Effectiveness in Diverse Organizations

Even though most organizational researchers concede that effective leadership contributed to African-Americans' success, stereotypes about African Americans hampers their credibility in organizations (Chemers & Murphy, 1995). Ayman (1993) points out that stereotypes manifest themselves in various ways. Findings by Chemers (1993) revealed that stereotypes had an impact on the views and collaboration efforts of African American leaders with diverse followers. In addition, this affected the success of African American leaders in organizations. These effects include the African-American Superintendents credibility,

perceptions of being equitable, and coordination of followers to accomplish the organizations goals (Chemers & Murphy, 1995).

Research by Chemers and Murphy (1995) revealed that African Americans in diverse organizations had limitations and impediments placed on their upward mobility. There is additional evidence discovered by researchers who examined the prevalent views of African American leaders in diverse organizations. Jeanquart-Barone (1993) and Watson & Barone (1976) findings showed that African American leaders were usually perceived as less equal than their European-American counterparts. Berry (1990) and Thomas (1993) found that African American leaders must be able to identify with two or more cultures to be considered effective among both diverse followers and European-American leaders, and African American leaders are also faced with loyalty issues in organizations conflict with their socialized beliefs. In addition, these organizational challenges include conflicts in expectations of African American leaders (Chemers & Murphy, 1995), legitimacy of their relationship with followers (Hollander, 1964), and the way the they dealt with the balance between ethnic

group and professional identities (Ayman, 1993) and Jones (1986). Ayman (1993) provides the following comment on the role of African American leaders in diverse organizations:

African Americans leaders are confronted with an environment where their assumptions do not always predict the appropriate behavior, and they may not have access to the expectations of others. (p. 158).

Scott (1980) after his extensive research of African American superintendents concluded that leaders of color are charged with tempering Black hostility and distrust while at the same time providing the leadership necessary to improve large diverse inner city school districts. Leaders of color must be able to function in varied environments as Ayman (1993) discovered in his studies. Jones (1986) came to the following conclusion about how African American leaders can be successful in diverse organizations:

They must be smart but not too smart, be confident but not too confident, be honest and trusted by both minority and European-American colleagues, and be courageous about racial issues but not too threatening to the majority.

(p.1). The research has consistently found that African American leaders are viewed differently than their European-American counterparts.

Thus far the literature suggests that in order to be a successful superintendent, African American superintendents must operate in level three of Kohlberg's moral development theory (Richardson & White, 1995). In level three individuals see some of the limitations of the social structures, and try to fix them or rise above them. Like Kohlberg's theory suggests in level three African American superintendents must make decisions on the basis of impartial, ideal, eternal principles that perfectly protect everyone's claim to fairness, regardless of the influence of social and moral conventions. While European American superintendents must make decisions that are morally right, African American superintendents are held to a higher standard (Scott, 1980), so they cannot afford to make bad decisions, because as the literature has thus far suggested, European Americans will get a second, but the African American superintendent will not get a second chance.

Theoretical Framework

The intent of this study is two-fold. First, the researcher will examine the perceptions of principals of color, and European-American principals of their African American superintendents' leadership in successful school districts. Second this study will examine what differences, if any, exist between the perceptions of principals of color and European American principals about the African American superintendents' leadership. To analyze the collected data in these areas, Chemers' Integrative model on effective leadership in working with majority and non-majority followers, and Brickson's identity orientation model will be utilized. Chemers research provides an integrative theoretical model that will be the framework through which African American superintendents' leadership as perceived by their diverse group of principals will be examined and analyzed. Principals of color and European-American principals will be interviewed to determine their perceptions using this model. Chemers model consist of leadership functions: 1) image management, 2) relationship development, and 3) resource utilization and deployment.

Chemer's Integrative Leadership Model

As stated earlier in this chapter, Chemer's (1997) integrative model of leadership provides a way to examine the perceptions principals of color and European American principals have of their African American superintendents' leadership in large ethnically diverse school districts. This model consists of three functions of leadership: Image management, relationship development, and team coordination and deployment.

Image Management

Image management is the function through which leaders establish credibility by projecting an image that will meet the expectation of followers. Hollander's (1958) research and Kouze's and Posner's (1987) survey of subordinates came to similar conclusion. Both reported that the two most highly cited characteristics of an outstanding leader were honesty and competence. Lord and Maher (1990) and (1991) showed that candidates for leadership establish competency through recognition and inference. When African American leaders are

able to project an image consistent with his constituent's expectations for leadership and associate themselves with positive outcomes, they may be seen as possessing leadership qualities of extraordinary magnitude. House (1976) work on charismatic leadership indicates that leaders who desire to be seen as specially gifted expend considerable energy in managing their image. Chemers (1991) and Chemers (1993) states that because the processes underlying image management are perceptual and cognitive, they are susceptible to bias and distortion. He goes on to say that this aspect of leadership is more a social construction than reality. African American superintendents in large inner city school districts must be astutely aware of the image they project to their constituents. Hammer, et. al. (1974) indicated that African American leaders face more negative perceptions about their leadership and performance. Pettigrew, et. al., came to the same conclusion in their studies of African American's leadership styles.

Relationship Development

Relationship development refers to the necessity for leaders to motivate followers. Chemers (1997) stresses the importance of leaders building relationships with subordinates. He states that the effective leader-subordinate relationships are built on a foundation of mutual understand, and mutual understanding is built on nondefensive perception and communications and leads to exchanges that make subordinates more productive. The relationship's quality level usually determines the followers' commitment to achieve organizational goals (Chemers & Murphy 1993).

By examining the interrelations between leader and followers, this study will attempt to understand the leader's effectiveness as he/she responds to the followers needs and desires (House & Mitchell, 1974). Jones (2001) pointed out that in diverse organizations, relationship development may have an impact on the followers' response to the leader's behavior, the leaders ability to assess their followers' needs, and desires, and the followers feelings that their needs have been met.

In addition, ethnic differences between leader and followers may result in leadership expectations or working interactions that may have an impact on the quality of the leader follower exchanges (Linden, Wayne & Stillwell, 1993). Jones (2001) findings reveals that these feelings can surface during times of conflict when followers perceive that they are treated unfairly, downturns in the economy, and misunderstandings.

Resource Utilization and Deployment

The third function of leadership is the coordination of the team's collective resources (material, intellectual, and energetic) for task accomplishment (Chemers, 1995). Resources that are available to a group are those associated with the leader and those of the team collectively. Superintendents are equipped with physical and intellectual resources that are derived from personality, training, and experience.

Chemers (1997) points out that the leaders' resources become useful only when they are effectively utilized to help the team to accomplish its goals and objectives. Empirical and theoretical findings suggest that the leaders emotional state, such as confidence and optimism, play a major role in the utilization of

personal resources. The real test of leadership is how well the organization perform on the tasks related to organizational mission. The focus here is on the accomplishing organizational goals through the performance of a diverse group of people within the organization. In this vein, African American superintendents of large diverse inner city school districts face leadership challenges in the role as leaders of a diverse group of individuals.

Bricksons' Identity Orientation Model

As a way to understand the cultural identities of the principals of color and European American principals in large diverse school districts, this researcher will use Brickson's identity orientation model. This model provides a way to understand the impact of diversity on organizational life, and theorist agree that identification processes play an important role in the dynamics that unfold in diverse organizations (Nkomo & Cox, 1996). All organizations have an identity orientation, and the orientation can be personal, collective, or relational (Brickson, 2000). Identity orientations affect relationships between individuals of color and European Americans in terms of how they understand each other. The identity

orientation model developed by Brickson (2000) allows the researcher to examine the intergroup relations between the principals of color and their European American counterparts and their perceptions of their African American superintendents in a diverse context, and how these superintendents create a cultural identity within their organizations. Brickson's identity orientation model will also be used as the framework through which a diverse group of principals' perceptions of their African American superintendents' leadership, and the superintendents' perceptions of their leadership. This model describes how leaders create organizational structures that promote personal, collective, or relational identity orientations.

Brickson (2000) points out that organizational structures can have personal, collective, and relational identity orientations. Organizations with a personal identity orientation may avoid some of the problems associated with diversity, but will not realize all of the potential benefits; organizations with a collective orientation may not maximize the positive outcomes of diversity, and in fact may

experience negative outcomes; and organizations that have a relational orientation will avoid the negative outcomes, and attain more positive outcomes.

Personal Identity Orientation

Personal identity orientations will appear when individuals are separated from others rather than integrated with other individuals. Brickson (2000) says in an organization with a personal identity orientation, members will rely more on themselves rather than on group members for information and support. In an organization with a personal identity orientation, individuals will be motivated by self-interest, experience interpersonal competition, be concerned about their own welfare, and are likely to compare their own outcomes with that of others.

Organizations that have a personal identity orientation may avoid some of the disadvantages of diversity, but they may experience discomfort with issues of diversity, and this could lead to unintentional discrimination.

Collective Identity Orientation

Organizations that have a collective identity orientation can have positive outcomes when work is performed by a distinct group of individuals. Researchers

such as Sherif (1966) have suggested that because group-based task structures could lead to identifying oneself as a group member, they are motivated to enhance the groups' welfare. In organizations that have a collective orientation, individuals will tend to see themselves in terms of group membership, work will be performed by a distinct group of individuals, members will be motivated to secure welfare for one's group relative to others, and performance will be measured and rewarded according to group membership.

Relational Identity Orientation

Another component of the identity orientation model that can be found in organizations is the relational identity orientation. In an organization that has a relational orientation, individuals are motivated to procure benefits for others, the emphasis is on interpersonal cooperation, individuals see themselves as relationship partners, and the organizational structure consists of dense and integrated networks of relationships (Brickson, 2000). Relational identity oriented organizations tasks are broken down into dyadic structures. Breaking tasks down into dyadic structures increases interpersonal attachments (Brewer & Gardner, 1996). Organizations that

have a personal task structures could maximize the advantages of diversity.

Organizations that have a relational orientation must have a compatible reward structure. Individuals must be rewarded for relational work to increase interpersonal cooperation (Fletcher, 1998). Reward structures influence the nature of relationships that can emerge from the organizational and task structures. Reward structures that provide incentives for relational work encourage interpersonal cooperation.

Summary

Many challenges lie ahead for the superintendent, and it appears that African Americans will be in the forefront in leading large diverse inner city school districts today and in the foreseeable future. The majority of the studies focus on the leadership characteristics and success as defined by standards set for European-American male leaders, leaders of color have been successful in spite of the barriers that they consistently face (Jones, 2001). African Americans as leaders of diverse inner city school districts must pay close attention to image management, relationship development, and resource utilization and team deployment. How well

these functions of leadership are utilized will determine the success or failure of leaders in large school districts.

School districts must also take into account the identity orientation that is prevalent in their organization. Whether the identity orientation is personal, collective or relational can make a difference in organizational outcomes. This chapter provided an historical view of superintendents, and of African American superintendents and their roles. A theoretical framework for this study was also addressed.

Preview

Chapter III will describe the research design, how this study was conducted, how the collected data, the sources used in the study and how the data was analyzed.

CHAPTER III

Methodology

Introduction

The purpose of this qualitative study was to examine perceptions of principals of color and European-American principals have of their African American superintendents leadership in an ethnically diverse environment. This study analyzed these perceptions of leadership using Chemers integrative model of leadership and Brickson's identity orientation model as the theoretical framework. The Chemers integrative leadership theoretical model will provide the means that the researcher will use to examine the perceptions that principals of color and European American principals have of their African American superintendent.

As stated earlier, Brickson's identity orientation model will be used to provide an understanding of the cultural identities of principals of color and European American principals in diverse school districts. The Brickson's identity orientation model has not been used to analyze African American superintendents leadership in a diverse context. The identity orientation model will allow the

researchers to examine the cultural identity that exist it the school districts involved in the study. The Brickson's model has three organizational identity orientations that include personal, collective, and relational identity orientations.

Specifically, this researcher sought to (1) describe how three African-American superintendents in successful large diverse inner city school districts are perceived by their principals of color and their European American principals; and (2) describe the differences, if any, between the perceptions of the principals of color and European American principals perceptions of their African American superintendents' leadership.

This study examined the integrative leadership and the identity orientation models' application to African-American superintendents' image management, relationship development, and resource utilization and deployment efforts, and the organization's identity orientation in a diverse context. This study provides insights about African-American superintendents, leadership in successful large diverse inner city school districts, how they affect followers, and how future leaders may be prepared to serve as leaders in these districts. The design

methodology, selection of participants, data collection procedures, and the data analysis process are discussed in this chapter. In order to accomplish these research goals, this study focused on three research questions:

1. How do principals of color and European-American principals in three successful school districts perceive their African-American superintendents' leadership?
2. What differences, if any, exist between the perceptions of principals of color and European-American principals have about their African-American superintendent?
3. How do African American superintendents in successful large diverse inner city school districts perceive their leadership in a diverse environment?

Data Collection

As a way to code both the principals of color and the European American principals' perceptions of the African American superintendents' leadership, and the superintendents' perceptions of their leadership in a diverse context, Chemers'

integrative leadership model that includes image management, relationship development, and resource utilization and deployment was used. Brickson's identity orientation was also used to code the data.

Chemers' integrative leadership model describes how leaders function in an organization with a group of diverse followers. Chemers' model includes three pervasive functions of leaders that are considered critical to the leader's success in diverse organizations.

The first function of leadership is image management. Image management refers to the leader's ability to establish credibility by projecting an image consistent with observers' expectations of effective leaders. Chemers and Murphy (1995) points out that the two most important contributors to a leaders' credibility were expertise and trustworthiness. Leaders who demonstrate competence and trustworthiness can establish legitimacy. Relationship development is the second function of leadership. Relationship development refers to how leaders build relationships, and motivate followers. The third function of leadership is resource utilization and deployment. Resource utilization and deployment refers to the

leader's ability to use his talents and resources to facilitate the accomplishment of the mission.

Brickson's identity orientation model (2000) describes how leaders create a cultural identity that promotes interpersonal cooperation and establish dense networks to develop relational partnerships to accomplish organizational goals. The identification orientation model contains three important orientations. The first orientation is personal identity orientation. A personal identity orientation will emerge in an organization when there is interpersonal competition in the organization, and when individuals rather than partnerships or teams interpersonal competition is encouraged. The second identity orientation is the collective identity orientation. The collective identity orientation refers to individuals in an organization that see themselves in terms of group membership, and work is performed by a distinct group of individuals. Finally, organizations that have a relational orientation are characterized by interpersonal cooperation, and a structure that emphasizes dense and integrated networks of relationships.

In order to accomplish the goals of this study, and answer the research questions, a qualitative case study is considered to be appropriate by this researcher. Merriam (1998) suggest that qualitative research is based on the contention that reality is constructed by the interactions of individuals with their social environment. Merriam further states that qualitative research assumes that there are multiple realities that the world is not an objective thing out there but a function of personal interactions and perception (p.17). Therefore the emphasis of qualitative research is an understanding of the meaning that individuals have constructed from their experiences.

For this study, a single case study was utilized. This is defined as a single case study because the participants are from three public school districts that are similar, and have African American male superintendents. This approach will be based on the principals of ethnographic research that is designed to capture the richness of the interactions and experiences of the participants in the study (Creswell, 1998). This methodology will provide the means to thoroughly explore

the interactions between the superintendents and principals of the participating school districts and how they perceive each other in their roles of leader-follower.

Sherman and Web (1988) reports that the use of qualitative research methods: 1) allowed the researcher to understand what is going on, 2) allows the participants to speak for themselves, 3) provides the researcher with a holistic view of what is being said and observed, and 4) it also requires the researcher to evaluate what is going on. The researcher, interviews, questionnaire, personal observations, and written documents provided additional data for this study.

The purpose of this study was to examine the perceptions of principals of color and European American principals have of their African American superintendents, and identify any differences that exist between the perceptions of principals of color and European-American principals about their African American superintendents' leadership. Initially there was a pool of five school districts that was considered for this study; however, three of the school districts were selected. One school district elected not to participate in the study, and one of

the school districts had a smaller student enrollment. The criteria used to select the school districts are as follows:

1. The district was led by an African American with three or more years of experience as a superintendent.
2. Ethnically diverse staff of principals with at least 3 African Americans, 3 European Americans and 3 Hispanics.
3. The districts must have received satisfactory ratings or higher over the past two years by the State Public Schools accountability system.
4. Ethnically diverse student population of at least 10 percent African American and 10 percent European American, and 10 percent Hispanic.

During the course of this study the researcher used interviews, a questionnaire, observations, a reflective journal, and written documents. Through the use of the interviews the researcher explored each individual's perceptions of their superintendent in a diverse school district environment. The researcher engaged in multiple interviews so that the structure of the interviews could be collaboratively designed and redesigned. It was the hope of this researcher that

multiple interviews would allow the richness of the information that was exchanged to evolve.

In order to create an in-depth case study, the researcher observed the superintendents in meetings with their principals. A reflective journal was used to capture how the researcher was affected by the fieldwork and the field relationships. The questionnaires were developed to answer the three questions for this study. The questionnaires allowed the participants to begin their reflection of the perceptions of their superintendents. The questions focused on their individual perceptions of their interactions with their superintendents. Responses were analyzed to capture dominant themes and development of future areas to examine during interviews. This, Glasser and Struss (1997) asserted, will allow the researcher to conduct an ongoing comparative analysis of the data. The initial responses made it possible to analyze the perceptions using the integrative and identity orientation models.

Three interviews were conducted with each participant during the 2002-2003 school year. The interviews were used to address the research questions. The

researcher sought to encourage an open exchange of information that would generate honest answers and set the stage for future interviews. Interviews lasted for about an hour. An interview protocol was developed to record responses to the interviewee's comments. In addition, a tape recorder with mike sensitive to the acoustics was used as suggested by Creswell (1998).

The initial interview was used to develop a rapport with the participants so that a trust level could be developed that would facilitate an open sharing of life experiences. This interview was used to gain a better understanding of the participant's perceptions of their African American superintendents' leadership. The second interview was a follow up to provide the researcher the opportunity to obtain clarification of any unanswered questions. This interview was used to gain a deeper insight into the principals' perceptions of their superintendents' leadership in a diverse environment. In the third interview the researcher sought to obtain more clarification if there was any difference in perceptions of African American, European American, and Hispanic principals' perceptions of their African American superintendent.

Data Sources

This study begins with a description of the three large school districts involved in the study. The first district is East Patterson Independent School District. East Patterson is located in the southern part of the state and it serves 16,113 students. In the school district 13% of the students were African American, 49% of the students were Hispanic, and 37% of the students were European American. The demographics have changed over the past few years, and now the majority of the students in the district were children of color. In the recent past the majority of the students was European American. Dr. Jones is the first African American ever appointed as superintendent in the history of the school district. The district was recognized by the state for the academic achievement of its student in Dr. Jones first year as superintendent (see table 3-1).

West Independent School district is located in the southwestern part of the state and it serves 14,846 students. In the school district, 10% of the students are African Americans, 50% of the students were Hispanic, and 30% of the students were European American. The demographics have changed in the district. The

majority of the students were European American in the recent past. Today the majority of the students in the district are students of color. Mr. Rogers was the first African American appointed to lead the district. Since Mr. Rogers has been superintendent the district has greatly improved student academic achievement. Ocean View Independent school district is located near the state's coast. The district serves 20,774 students. The student population consists of 64% African Americans, 10% Hispanic, and 24% European American. The district went from a majority of European American students to a majority of students of color over the past few years. Dr. Smith was the first African American appointed as superintendent of the district. Since Dr. Smith took over the district, he has been named superintendent of the year by the state, and the school board has been named school board of the year by the state. The district has also been recognized by the state for the academic achievement of its students.

Table 3-1

East Patterson District data

| <u>Total Number of Students</u> | <u>% Ethnicity</u> | <u>% Students Pass State Test</u> |
|---------------------------------|--------------------|-----------------------------------|
| 16,113 | | |
| African Americans | 13 | 80.9 |
| European Americans | 37 | 94.4 |
| <u>Hispanic</u> | <u>48</u> | <u>83.3</u> |

Ocean View District Data

| | | |
|--------------------|-----------|-------------|
| 20,774 | | |
| African Americans | 64 | 75.0 |
| European Americans | 24 | 93.4 |
| <u>Hispanics</u> | <u>10</u> | <u>82.2</u> |

West District Data

| | | |
|--------------------|-----------|-------------|
| 14,360 | | |
| African Americans | 10 | 77.0 |
| European Americans | 39 | 93.1 |
| <u>Hispanics</u> | <u>51</u> | <u>80.2</u> |

Selection Criteria for the Superintendents

Qualitative researchers should purposefully select their participants (Patton,1990), and to this end three African-American superintendents were carefully selected for this study. These superintendents were selected from a pool of five African American male superintendents that were leaders of large public school districts that was considered successful and diverse. They were selected based on years of experience in the district and their gender. Males will be chosen for this study because in the states involved in the research did not have any female African American women leading successful large diverse inner city school districts.

Selection Criteria for the Principals

Principals were selected for this study based on their gender, ethnicity, their willingness to participate in the study, and years of experience. A mix of fifteen African American, European American, and Hispanic, males and females were selected. Six of the principals were African Americans, six were European-Americans, and three were Hispanics. This diverse group of principals allowed the

researcher to receive a cross-section of perceptions that will enhance the possibility that what is learned from them is relevant.

Principals of Color

Four African American females and two African American male principals were interviewed for this study. The African American principals professional experiences ranged from 12 to 29 years. Each of the African American principals grew up in segregated neighborhoods. Both African American males were educated in large integrated universities, and all of the females were educated in historically Black colleges.

Two Hispanic females and one Hispanic male principal were interviewed for this study. All the Hispanic principals in the study grew up in towns near the Mexican Border. The years of experience in education by the Hispanic principals ranged from 24 to 29 years. The Hispanic principals all were educated in large state universities inside the state in which the school districts where the worked were located.

European American Principals

Four European American females and two European male principals were interviewed for this study. The number of years in education ranged from 13 to 34 years. The European American principals grew up in middle class neighborhoods, and attended predominately segregated schools from K-12. All of the principals attended large state universities located in the same state as the school districts in which they worked. Three of the European American female principals were assigned to campuses with the majority of its students being children of color from low-income families. Both of the European American male principals, and one female principal were assigned to campuses with the majority of its students being European American children from middle-income families (table 3-2).

During the course of this study the researcher used structured interviews, a questionnaire, observations, a reflective journal, and written documents. Through the use of interviews the researcher explored each individual perceptions of leaders of color in a large diverse inner city school district environment. The researcher engaged in multiple interviews so that the structure of the interviews could be

collaboratively designed and redesigned. It was the hope of this researcher that multiple interviews would allow the richness of the information that is exchanged to evolve.

In order to create an in-depth case study, the researcher observed the superintendents in meetings with their principals. A Reflective journal was used to capture how the researcher was affected by the fieldwork and the field relationships. The questionnaires were developed to answer the three questions for this study, and provide data for the four categories (image management, relationship development, and resource utilization and deployment), and organizational structure of the framework. The questionnaires allowed the participants to begin their reflections of the perceptions of their superintendents. The questions focused on their individual perceptions of their interactions with their superintendents. Responses were analyzed to capture dominant themes and development of future areas to examine during interviews. This, Glasser and Struss (1967) asserted, allows the researcher to conduct an ongoing comparative analysis

of the data. The initial responses made it possible to analyze the perceptions using the integrative and identity orientation model.

Table 3-2

Principals in the Study

| ID Number | Ethnicity | Gender | Years of Experience in education | Years of experience as a principal |
|-----------|-----------|--------|----------------------------------|------------------------------------|
| 221 | AA | F | 15 | 11 |
| 222 | AA | F | 23 | 14 |
| 223 | AA | F | 29 | 13 |
| 310 | AA | M | 16 | 9 |
| 311 | AA | M | 12 | 6 |
| 421 | H | F | 27 | 10 |
| 422 | H | F | 29 | 12 |
| 510 | H | M | 24 | 14 |
| 621 | EA | F | 21 | 13 |
| 622 | EA | F | 25 | 8 |
| 623 | EA | F | 29 | 13 |
| 624 | EA | F | 29 | 17 |
| 625 | EA | F | 13 | 7 |
| 710 | EA | M | 34 | 27 |
| 711 | EA | M | 25 | 20 |

AA = African American; H = Hispanic; EA = European American

Data Analysis

Data analysis involves organizing what has been seen, heard, and read so that sense can be made of what the researcher has learned (Glesne, 1998). The researcher sought to describe, create explanations, and link stories to other stories. In order to accomplish collected data (Guba, 1985), (Merriam, 1988) and (Denzin, 1989). In addition, the researcher used the constant analysis method to analyze the data (Goetz & Lecompte, 1984).

As suggested by Glesne (1998), in the early data analysis the researcher analyzed the data simultaneously with the data collection so that the study could be focused and shaped as it proceeded. It was important that the researcher consistently reflected on the collected data. The researcher endeavored to systematically organize the data, write self-directed memos, develop analytic files, write monthly reports and develop rudimentary coding schemes.

In later data analysis the researcher ferreted out the themes and patterns that gave shape to the data as it pertained to the perceptions under the four categories of image management, relationship development, and resource utilization and

deployment, and identity orientations. The researcher used the prior-research-driven approach to identify themes and the coding process. Differences of interpretation were addressed to ensure a reliable and trustworthy interpretation of the findings (Merriam, 1998). Furthermore, there was a consistency of judgment to determine code development and its application to data analysis (Boyatzis, 1998). The patterns and construct were developed for follow-up questions for the second interview.

In order to validate the interviews, each interviewee was provided a copy of the transcription from the first interview. A second interview was conducted to get clarification of emerging themes and patterns. Final interviews were conducted to provide triangulation with the observations of meetings between the superintendents and the principals, and the responses to the interview questions. The researcher consulted with his advisors, readers, and colleagues to insure that there is an acceptable level of legitimacy and trustworthiness to the understanding and interpretation of the transcribed interview data.

Trustworthiness

This researcher clearly understands the importance of having his interpretations be trustworthy, and endeavored to establish trustworthiness. The researcher used Lincoln and Guba (1985) suggestion to have longer engagement (spending more time on site), and persistent observations (focusing in detail on those elements that were most relevant to the study) are essential to establishing credibility. The researcher conducted multiple interviews and observations of the participants on site to satisfy the prolonged engagement suggestion, and the study lasted for nine months during the 2002-2003 school year. There was a concerted effort by the researcher to focus on the elements of the study that were relevant to the principal's perceptions of their superintendents' leadership.

In order to ensure credibility, the following steps recommended by Jones (2001) were followed: The proposal was submitted to the doctoral committee for review prior to conducting interviews and coding data; The data was obtained from a variety of sources; Members of the committee had several opportunities to analyze collected data and provide guidance to the researcher; Member checks

were conducted with all participants by providing them with transcriptions of the interviews, and feedback was requested in regards to their accuracy; Multiple methods were utilized to collect and analyze data to ensure triangulation. It is the researchers responsibility to be aware of his biases, and his own subjectivity so that interpretations can be trustworthy.

Limitations of the Study

The qualitative method used for this study is limited because only African American male superintendents will be involved. European American, Hispanic and superintendents of other ethnic groups were not included. The study was limited by researcher bias because of him being African American and the study is about African American superintendents. Although concerted efforts were made to be unbiased, there is a possibility that biases of the researcher could have caused some of the data to be misinterpreted. The duration of the study was only nine months. Being African American conducting a study involving African Americans, European Americans and Hispanic principals, there is a possibility that bias responses could be obtained from these different ethnic groups. The

researcher attempted to remain open and receptive to the input provided by those interviewed, and efforts were made to report the results of the study through the words of those interviewed.

Summary

Qualitative research approach used in this study provided the researcher with the opportunity to obtain rich in-depth relevant data that enabled him to accomplish the goals established for this study. As anticipated that there were many challenges throughout the course of this study, but the findings may prove useful to superintendents working in diverse school districts and institutions of higher learning that are preparing future leaders.

The theoretical models used to conduct this study proved to be an effective way to study African American superintendents leadership in diverse school districts. The theoretical models used were also an effective way to tell the district's story. From these findings, found in chapter Four, the major themes discussed in chapter Five may prove helpful to superintendents in large diverse inner city school districts in their efforts to improve student achievement.

CHAPTER IV

Findings

Introduction

The intent of this chapter is to present the researcher's findings on how a diverse group of principals in successful large diverse inner city school districts perceive their African American superintendents' leadership, and the African American superintendents' perceptions of their leadership in a diverse environment. This chapter begins with description of the four categories that were used to code the data, next an overview of the principals' and superintendents' perceptions of their leadership. Then a summation of the themes that emerged from a comparison of the interviews to answer the three guiding questions:

1. How do principals of color and European-American principals in three successful large diverse inner city school districts perceive their African American superintendents' leadership?

2. What differences, if any, exist between the perceptions of principals of color and European-American principals have about their African-American superintendents leadership.
3. How does African-American superintendents in successful school districts perceive their leadership in a diverse environment.

Overview of the Findings

This study used ethnic diversity as the variable to describe principals of color and European American principals, perceptions of their African American superintendents leadership. The principals of color perceived their superintendents differently than their European American counterparts according to the data collected and coded using the four categories. The principals of color and the European American principals felt that their superintendents were legitimate leaders, but there were differences in their perceptions.

Leaders' Legitimacy

Based on Chemers' model, image management examines how the leaders are legitimated in their positions. All of the principals in the study perceived the African-American superintendents as legitimate leaders. However, there were differences between the principals of color and the European American principals perceptions. Principals of color saw their superintendents as legitimate leaders because of their history of successfully leading diverse large diverse inner city school districts. Principals of color also felt that because of the ethnic kinship between them and their superintendents, they were able to communicate more effectively the needs of their respective schools to enhance student achievement. In contrast, European American principals viewed the superintendents as legitimate only because of their education, experience and authority. Additionally, the female European American felt that while in agreement with the male European American principals, they stressed the superintendents' moral values and religious affiliations.

Leaders' Trustworthiness

Each of the African American principals and the Hispanic male principal perceived that their superintendent was trustworthy in how their superintendent lead in these districts. The European American females and Hispanic females also expressed high levels of trust. The European American females, the Hispanic principals, and the African American principals all expressed a higher level of trust for the African American superintendents than did the European American male principals. The principals of color felt that their superintendents were creditable because of their success as instructional leaders. The European Americans did not view the superintendents as instructional leaders. They stressed the importance of the directors of elementary education as the instructional leader not the superintendent in the district.

Motivation of Followers

Based on Chemer's model relationship development was important in how leaders motivate followers to complete organizational tasks. In this study, African American principals responded positively to the superintendents' efforts to

motivate them. They said that they were motivated by their superintendents' willingness to share organizational information and create a risk-free environment. In contrast, European American and Hispanic principals felt motivated in a different way. European Americans principals stressed the importance of monetary rewards to improve their commitment. Hispanic principals were not only motivated by monetary rewards, but by intrinsic rewards such as verbal complements and written notes.

Communications

Principals of color and European American principals perceived their communications with the superintendent differently. Principals of color believed that their superintendent did a very good job of communicating the goals of the organization and kept the door open for two-way communications. In contrast, the European American principals felt that their superintendents were good listeners, but was not clear about the vision for their districts.

Resource Utilization and Deployment

Chemers' (1995) last leadership skill is resource utilization and deployment which describes the leaders ability to use his or her talents and resources of followers to accomplish organizational goals. The aspect of resource utilization and deployment that this study focused on was organizational structure. The European American principals and the African American principals were in agreement on their satisfaction with the organizational structure. They felt that the superintendents created an environment that fostered interpersonal cooperation among the principals and district staff. Both groups collectively felt that their superintendents established an organizational structure that created a positive relationship between themselves, the principals, and the district staff. In addition both groups felt that the environment established by the superintendent allowed everyone to successfully accomplish the organizational goal of improving student achievement.

Brickson's (2000) identity orientation model describes how leaders create a cultural environment that affects relationships, in a diverse context, within the

organization to accomplish organizational goals. All the principals agreed that the superintendents through their leadership styles created a strong sense of togetherness that fostered interpersonal cooperation. They also agreed that the networks established by the superintendents resulted relational in partnerships among principals, parents, and the community.

Principals' Perceptions

This section begins with the principals' perceptions of their African-American superintendents' leadership according to the coded data. The researcher will describe how the principals perceived their superintendents' leadership based on Chemers' model of image management, relationship development, and resource utilization and deployment, and Bricksons' identity orientation model. Each sub-theme will provide data about the similarities and differences between the African-American, Hispanic and European-American principals' perceptions of their superintendents.

Image Management: Principals

The first theme, image management, focuses on an individuals' image as a leader in an organization. The questions used during the interviews by the researcher sought to obtain how the principals perceived their superintendents, to develop and maintain a legitimate and credible image as a leader. The principals' responses to image management were based on the personal expectations and legitimacy of the leader, the trust level between the principals and the superintendents, and the superintendents' credibility with the principals (Appendix I).

Leaders' Legitimacy

Chemers (1997) describes a leader's legitimacy as crucial to the success of any organization. The followers must be sure that the leader has the competency to lead effectively. Chemers and Murphy found that African American leaders faced additional barriers to their leadership influence. The coded data with this sub-theme revealed that principals of color believed that their superintendent was a legitimate leader.

All of the principals in the study perceived the African American superintendents as legitimate leaders. However, there were differences between the principals of color and the European American principals, perceptions of their African American superintendents “image” as a leader. The principals of color saw their superintendents as legitimate leaders because of their ability to lead diverse large diverse inner city school districts. Principals of color also felt that because of the ethnic kinship between them and their superintendents, they were able to communicate more effectively the needs of their respective schools to enhance student achievement. One African American male summarized the perceptions of the principals of color:

Our superintendent is well educated, and he has a history of being successful in leading diverse school districts. He is definitely a strong, very intelligent, very talented man, and he likes a lot of input from the staff, the parents, and the administrative staff. He is collaborative in his efforts to make sure that every one is taken care of, but he always keeps kids first. All of the actions that he’s taken thus far in the district, whether it is looking at where we are allocating our funds or personnel have been to help make a difference in the lives of kids.

The Hispanic principals seemed to feel that their African American superintendent was legitimate because they had the qualifications to get the job. They referred to the superintendent as the boss. Although they viewed the superintendents as the boss, they seem to feel that the superintendents understood their needs, and the needs of the students of color. The Hispanic principals felt that their superintendents were intelligent, and well organized. To the Hispanic principals, the superintendents projected his self as a legitimate leader by the way he conducted the day-to-day activities of the district. A Hispanic female expressed her view of the African American superintendent this way:

He is the boss, and I like him. You know that he would not have been given the job of superintendent if he were not qualified. What I have found when we have dealt with him is that he listens and he observes. He did meet with me when he first came on board. He met with all of the principals individually. He seemed to understand what we needed to be successful as principals. He also seemed to understand what it took to improve the achievement level of our students of color. I think he likes to get all his facts together before he really hands down a decision. At the meeting that he conducts, he always gets all the administrative staff together, principals, transportation, the different departments and he goes

through the minutes from the board meeting. He is well organized. He strikes me as being very organized, very nice, and very intelligent. He is very well versed, and he has a very calm voice. I like that. I definitely think that he puts children first, because I don't think that he will settle for excuses about why children can't perform.

In contrast, European American principals viewed the superintendents as legitimate because of their experience, openness and authority, and the accomplishments of the African American superintendents in their current position. The study revealed that the African American superintendents had to earn respect and legitimacy from European American principals through their accomplishments. It appeared that the European American held prototypical views of African Americans traits and behaviors. Prototypical expectations for leadership can affect whom we see as effective leaders. The superintendents had to prove that they were legitimate leaders. This was the response of a European American male principal to the legitimacy questions:

I was skeptical about his leadership at first, and I did not believe that he could get us out of the situation that we were in. Our ship was standing still, dead in the water. We weren't taking in water, but we standing still.

He had the experience to get us moving in the right direction. He is the primary reason that we were recognized by the state for the high level of academic achievement of our students. I have to tell you our superintendent has a fan club member right here. I admire the man 110%. He definitely lets you know what his philosophy is. His schools are his primary concern, and that everybody in the administration is considered to be support for the schools. He is extremely friendly and open. I feel that if I had any direct concerns I do not have an issue with picking up the phone and calling him directly. I have called him directly and he immediately dealt with the issue and provided me with a response.

Leader's Trustworthiness

Trustworthiness is another aspect of image management. Trustworthiness is characterized by the leader's ability to gain the loyalty of the followers through their personal performances (Hollander, 1964). Leaders who demonstrate trustworthiness are accorded greater legitimacy on which to base their influence over followers. Researchers have addressed how trust levels differ in cross-gender, and cross-race dyads. Scott (1983) found that cross-gender dyads had lower trust than same-gender dyads. Jeanquat-Barone (1993) extended this research and

examined cross-race and cross-gender dyads, his findings revealed that the highest level of trust was for female subordinates reporting to male supervisors, but that there was no significant differences in trust between males reporting to male supervisors. He found that there was a significant difference in trust by cross-pairs. African-Americans reporting to African Americans expressed higher levels of trust than did African-Americans reporting to European-Americans.

In this study African American principals perceived that their superintendent was trustworthy because of support and respect that he gave to them. The European-American females and the Hispanic females expressed a high level of trust for the superintendent. The European-American female, the Hispanic female, and the African-Americans all expressed a higher level of trust for the African-American superintendent than the European-American male. There was a significant difference in trust between African American principals and European American principals reporting to the African American superintendent. The African American principals all expressed very high levels of trust. An African-American male principal summarized the superintendent Trustworthiness this way:

Yes, I absolutely trust him. I have spoken with him on a few minor things, and I would say, I had no problem getting his support and his leadership. I think he respects who I am and what I do, and we don't have a problem communicating. If he has an issue with some thing that I'm doing, he has a direct line to his office if there is a need.

The European American and Hispanic females seem to feel that their African American superintendents were trustworthy because of the way in which they handled difficult situations that involved them. European American and Hispanic females sighted the superintendents' fairness in the handling of difficult situations in which they were involved helped solidify their trustworthiness. Both European-American and Hispanic females expressed a high level of trust for their African-American superintendent. As previous studies by Scott (1983) found, the highest levels of trust was for female subordinates reporting to male supervisors. This study also found that the highest level of trust was with females reporting to male superintendents. The European-American female had this to say about the trustworthiness of the superintendent:

Yes, I trust him. I have had parents who have been upset with issues and things I did defending what was right for the school and he'll have them in

his office, and he'll call me and say Ms. Smith, can you explain, and I'll explain and he understands and then he deals with the issue. I trust him completely. He is such a fair person.

Females consistently held higher levels of trust for their superintendents, than the European American male principals. Other studies have revealed that females had higher trust levels for male leaders. The Hispanic females in this study really emphasized that they had very high levels of trust for their African American superintendents. Even though the European American female principals had high levels of trust for their superintendents, the Hispanic females seem to have higher levels of trust. The Hispanic females identified with the superintendents as a person of color that could be trusted to do what was best for all children. The Hispanic female had this to say about the trustworthiness of the African American superintendent:

I trust him. He is my boss and I've never seen anything to indicate otherwise. I like him. What can I tell you? There was, when I first met him, I'm a pretty good judge of character. I like the fact that he's structured and he provides leadership for us. And, you know, I think, to me that

transmit over as having integrity. And, I like working for an individual like that. He will do what is best for all children at all times.

There was a significant difference in the trust level of European American males. Research by Scott (1983) found that there was a lower level of trust when European Americans had African American leaders. This study found that there was a lower level of trust of the European American male principals. The European American males did not come out and say that they trusted their African American superintendent during interviews. It seemed as though they wanted to avoid the question of trust. The European American male principals were faced with having an African American superintendent for the first time in the history of the school districts. This lack of trust could be attributed to the past history of European American male relationship with African American males, especially in the southern United States. A European-American male had this to say about the superintendent's trustworthiness:

I don't feel a lack of trust and he's never done anything since he's been here that would cause me not to trust him. I don't feel that I could say that I completely trust him, and again I can't say that I have a reason not to trust him.

Credibility with Followers

The leaders credibility with followers is another are of image management. Leaders of color often face credibility barriers when supervising a diverse group of followers. Principals of color and European American principals felt that the superintendents were creditable. In this study principals of color and European-Americans perceived their superintendent differently. Principals of color viewed the superintendent credibility based on his accomplishments as an instructional leader, and their work with students in the district. European-Americans did not view the superintendent as an instructional leader, but they saw the superintendents as credible because of their work ethic.

Principals of color consistently indicated that their superintendent had their unconditional respect. African Americans have always given respect to leaders of color. The high level of respect has a biblical base. The very first African American leaders were ministers of the bible. The African American principals saw their superintendents as credible leaders because of their past success. They were eager to point out the past and present accomplishments of the

superintendents. An African-American male summarized how the collective view of the principals of color this way:

He's definitely a strong, very talented man, and his history speaks for itself. He has been named superintendent of the year. During his tenure as superintendent in his last job, the district was recognized by the state for its academic achievement, and he has done a fantastic job in this school district. This district was recognized by the state as an outstanding district in his first year on the job.

Principals of color felt that the superintendent was credible because of the effort they made to work with difficult students or students with academic problems. One superintendent took a group of with behavior problems on a camping trip that lasted a week. All of the principals of color mentioned this in their interviews. Most of the children that went on this trip were children of color. An African American female principal had this to say about the superintendents' actions:

I don't know if you heard about the camp that the superintendent held with some of our most behaviorally challenged young men on the elementary campuses. He and his cabinet members plus some of the coaches took these young men out to the camp for a week. They sent the nights there also.

They took 90 boys to the camp. They left Monday morning at nine and came back Friday at five. They did different things like social skills training, fishing and swimming. If they didn't earn it they would have to do work, class work or exercise work, and running. Believe it or not when those boys came back to us they were in tip-top shape. It made a big difference. Doc comes around to touch bases with the boys often. He does this every year.

Although the European American principals saw the superintendents as credible, they did not view the superintendents as instructional leaders in the districts. The European American principals both male and female did not seem to welcome the superintendents, frequent visits to their campuses. These principals seemed to question their superintendents' credibility as instructional leaders. In a collective way they felt that the director of education in the districts were the true instructional leaders. In some instances the European American principals resented their superintendents stance on improving academic achievement for all students, and his refusing to accept any excuses for not having all students achieve at high levels. A female summarized the European American view this way:

I'll never forget when he came here he did interview all the principals you know. I think that I shocked him when he asked me what do you see the role of the superintendent as being. I said, I really don't think that we are going to have a relationship. I kind of shocked him. I said your role is to go out in the community and make the community believe in this district, and you are to here the concerns in the district and help make decisions. I see the director of education as the instructional leader. The instructional leader is the person that I am going to be directly involved with for instructional purposes. The only you should really have to worry about me is if I'm not doing my job. I don't expect to see you on my campus much. He kind of looked at me.

Relationship Development

The second theme is relationship development. This theme focuses on the relationship between the leaders and followers. The researchers' questions in this study were designed to find out how principals perceived their interactions with the superintendent. Specifically, the researcher wanted to know how the interactions superintendent motivated the principals to accomplish their assigned task, how the principals perceived the superintendents' fairness in evaluations of their

performances, how the superintendent went about creating a comfortable environment.

Motivating Followers

A sub-theme found in the study was the ability of the superintendents to motivate their principals. Motivating followers involves the leader's interactions that promote active participation in attaining the organizational goals. Chemers and Murphy (1995) found that the relationship between the leaders and followers has an impact on the followers' commitment to the organization. They also found that followers who are motivated commit their efforts to the attainment of organizational goals. Followers welcome encouragement and feedback on their performances. Extrinsic rewards can be a powerful motivating factor.

The study revealed that African American and European American principals felt that monetary rewards were powerful motivating factors. The Hispanic principals felt motivated by the monetary rewards, but wanted to be told that they were doing a good job. They wanted the superintendents to send them notes stating how their campuses were doing. This feeling of wanting more

extrinsic reward could be culturally related. In our society, Hispanics are more likely than non-Hispanics to expect high frequencies of positive social behaviors. For instance, Mexican Americans place a great emphasis on manners and courtesy in interpersonal relations. This is what a Hispanic male had to say to the question on motivation:

I think if there would be anything that I would want more of would be more verbal complements or written notes stating that I'm doing this kind of job or pats on the back or positive reinforcement. It's the reinforcement of, hey you're doing a good job or what you've done is well done. That's something that I've sensed has been lacking throughout my career here. I would prefer very simple positive reinforcement, verbal or written. It doesn't have to be monetary.

In this study, the principals of color responded positively to the superintendents' efforts to motivate them. They said that they were motivated by their superintendents' willingness to share organizational information, his willingness to insure that we clearly understand what his expectations are, and the way he creates a risk-free environment. By allowing the principals to make risk-free decisions about their schools, they felt empowered to try new ideas. The

principals of color collectively felt that their superintendents had a lot to do with improving the academic achievement levels of the students of color. One African American male had this to say:

He pretty much tells you what he likes to have happen, but he always leaves the door open for you to make your own decisions. Being principal, you have to make decisions that is going to be best for your environment. So, he respects that and he takes that into consideration. He also shared with me what he expects. I have a clear understanding of our goals. He uses a lot of analogies to help you see the goals and the path in which he is going and why he's doing what he is doing. When he speaks with me he definitely shares with me some of the things that are happening in the district. He lets me know of things that are coming that I need to be involved in at that particular as far as administration. I understand his perspective of the district. He expects me to be an effective leader, and I think that he expects us to be effective leaders that are willing to work hard, so that we can meet the goals set forth by the district. First of all, one of our goals was to be recognized by the state for academic achievement of our students, and we've achieved that goal as a district. He expects us to be problem solvers, and make good decisions in the best interest of children. He has supported my decisions. I like working for a man like our superintendent.

European American principals felt motivated in a slightly different way.

European American principals were motivated by monetary rewards, but they preferred to be recognized in front of the group. This is what a European-American Female said about the superintendents' motivational efforts:

Our superintendent an incentive plan set up where if your students do score 90% or above on the state test, you receive a financial reward. If your attendance is above 97% then you get another percent. If student attendance is 97% you get another percent. What I like is that the superintendent announces who go what percent and give us the check right there in the presence of the entire staff. I really like to be recognized this way, in front of everyone. It's a rah, rah cheerleader, Wal-Mart cheerleader type thing. I love that.

Equity and Fairness

Another sub-theme that emerged from the data was the leaders' ability to consistently remain to appear equitable and fair as they developed relationships with their followers. The concept of leadership is defined by the relationship between the leader and the led. Relationships are built of mutually rewarding exchanges, involving the satisfaction of the needs of both parties. Effective leaders

must build a relationship with subordinates that results in highly motivated, mission oriented, and goal directed team members. Podsakoff, Niehoff, and MacKenzie (1993) reported that features of the subordinate's environment, such as organizational climate, have a strong impact on the subordinate's satisfaction and motivation. In order for subordinates to have job satisfaction and be motivated to achieve organizational goals they must perceive an environment that is fair and equitable. Hollander (1993) reported leadership legitimacy relies on perceptions of competence, but within a relationship based on honesty and fairness.

The study revealed that all principals felt that their evaluations were fair, and but the principals of color had questions about the hiring practices of the district, while the European-American principals felt that the hiring practices of the district were fair and equitable. In the meetings that I observed, it was clear that there was a limited number of principals of color in relations to the number of European American principals. In two out of the three districts, there seemed to be an under representation of principals of color. This is what an African-American male had to say about fairness and equity:

Just looking at the sheer numbers of, just to give you an example, the number of elementary principals, there are sixteen in this district. There are four men, including myself, uh, the rest are women. Three of the sixteen women are Hispanic, but there is only one African American principal, male or female, and that's me. I know our population in this district reflect a lot more diversity and at some point in time because I know that Dr. Jones is relatively new, I would love to see the administrative staff reflect our population to a better degree. Our children need to see people that look like them in higher positions. I know that at the middle school level there is also only one African American principal, and Dr. Jones brought her in. To my knowledge there are no African Americans at the junior high or high school levels. I think Dr. Jones sees this, and realizes that he must find African Americans to fill future principal positions.

In contrast, European American principals felt that the district hired the best person for the job. Keep in mind that European Americans were over-represented in leadership positions in each of the three districts. African Americans and Hispanics felt that they were under-represented in leadership positions. There was a time in our society that European Americans held all of the leadership positions,

so it is understandable that they did not see a problem with equity in the district's hiring practices. One European American summarized fairness and equity in hiring:

I think that the hiring process is fair and equitable, they like to make sure that the group is represented by ethnicity, you know, they want to make it well rounded. At our meeting the other day, I started looking at our very diverse group. We have quite a few Hispanics, quite a few Blacks, and quite a few Anglos. There really is a pretty good mesh. I don't think its dominate, if there is anything that's dominant it's Hispanic. But, I think that's typical of this area. I would say the Hispanic representation is strong but it is not as strong as our Black and Anglo. I think we look for the best candidate, its not necessarily to make sure we're equal.

European Americans were over represented in leadership positions in each school district. They did not seem to feel that this was a problem at all. They felt that district hired the best person for the job. This is what a European-American male had to say about fairness and equity:

I think the hiring of personnel for leadership positions seem to be fair. I mean in the last couple of years we've hired several principals. They've hired some from within the ranks of assistant principals or folks from within the district, and they've hired some from outside the district. So I get the impression that they get a lot of applicants and that they screen the applications with committees and try to make a decision on who they think is the best person. I think they are hiring good people, whether they are from here or from outside the district. They are looking for the best person for the job.

Communications

Another aspect of relationship development is the leader's ability to establish an environment that allows for the free exchange of information and ideas. How leaders promote the exchange of information or ideas, or provide dialogue opportunities is vitally important to the accomplishment of organizational goals (Chemers & Murphy, 1997). Effective relationships development depends on mutual perceptions of just and fair exchanges between leader and followers. Researchers have found that followers who enjoy better relationships with their leaders also have higher levels of task performances and job satisfaction (Graen & Sandra (1986). Principals of color and European-Americans perceived their

communications with the superintendent differently. In this study, principals of color perceived that their superintendents did a very good job of communicating the goals and vision of the organization and kept the door open for two-way communications.

European American principals saw the communications with their superintendents differently. None of the European American principals mentioned the goal and vision of the school district, and all of the principals of color talked about the goals and visions of their superintendents. The European American principals did not seem to be able to grasp the concept of children of color, in large numbers, achieving academically at high levels. The principals of color seemed to welcome the idea that children of color could achieve at high levels. Both principals of color and European American principals felt that their superintendents were good listeners.

The principals of color felt that their superintendents did an excellent job of communicating the goals and vision of the organization. The goals and vision of the district were very important to the principals of color. They consistently

stressed how important the goals and vision of their superintendents, and how the students of color were constantly improving. The researcher feels that the principals of color were very concerned about the goal and vision of the superintendents because they had a huge impact on the students of color. Here is what an African American had to say about his superintendents' communications:

I have had the opportunity to talk with the superintendent on several occasions, but I recall one of our meetings. He explained to me his expectations for the district. He knows that our district can be recognized if not a blue ribbon district because of the things that we are doing for kids, and in order for that to happen district-wide each campus has to participate and achieve at that level in order to make sure that it happens district-wide. He said that all of our schools had that potential and the possibility because of the children that we have. My economically disadvantage student population is 90%, and being a title one school just kind of tells you the environment in which the school is located. But his belief is that it's a factor where kids come from, but that's not the only factor that determines their success. So he has high expectations for the district as it has already been recognized by the state for the academic achievement of its students. I have a very clear understanding of our goals. He shares information like that with me, and he is open to any ideas that I may have.

The Hispanic principals were clear about the goal and vision of the superintendent. Each of the districts had Hispanic students, but two of the three districts had a large population of Hispanic students who were having problems passing the state mandated tests. The Hispanic principals collectively seemed to welcome the ideas of children of color achieving at high levels. The principals were concerned about raising the level of academic achievement for Hispanic students, and they were fully aware of the superintendent's vision. A Hispanic female shared her view about the superintendents' communications:

I feel that he's made the districts goals very clear to all of us and the he expects us to accomplish these goals. He has on occasions met with us, you know, principals, the whole group of us. First of all one of our goals is be a recognized school district. When I have met with him, I found that I did most of the talking. He strikes me as a good listener, because when I first met with him, basically my bottom line to him was, what you see is what you get. I'm just a mama here. The reason I think he's a good listener is because later on he came into my building and he remembered to ask me about my child. One more thing, he is always looking for feedback.

In contrast, the European-Americans perceived their superintendent's communications differently. None of the European American principals mentioned the goal and vision of the superintendents. European American students were doing very well on the state mandated examinations. The goals and vision of the district did not have a big impact on the European American students. Here is what a European American male had to say about his verbal exchanges with the superintendent:

He is always cordial and friendly whenever I see him, and greets us, and I feel like he had an open door policy. If there is something that I need to speak to him about, he is certainly willing to meet with me. He is an excellent listener, and I really think that he really wants to know what people think and takes that into consideration. He really cares about listening to what I have to say. I think he's, again, friendly, He's interested, and I think his expectations come through too. He expects you to be successful and endeavor to do a good job.

Resource Utilization and Team Coordination and Deployment

The third theme is resource utilization and deployment. This theme focuses on the leader's ability to effectively use their talents and the talent of their subordinates to accomplish organizational goals. The questions asked by the researcher sought to obtain details on how organizational structure was designed and how teams were formed to accomplish organizational goals. The responses of the principals were based on how effective they perceived the organizational structure, how their team was utilized, and how they perceived their superintendents' leadership in the accomplishment of organizational goals.

Organizational Structure

Organizational structure is one aspect of resource utilization and team coordination and deployment. In this study, organizational structure is considered the hierarchical systems used by the leader to accomplish organizational goals. Leaders must use their skills to effectively utilize their available resources and talents to achieve organizational goals. Leaders must develop strategies to effectively utilize resources. Resources that are available to a group are those

associated with the leader and those of the team collectively. Chemers, (1997) believes that how leaders distribute resources is useful when they are used to help work teams to accomplish the organization's goals and objectives.

In this study the researcher found that there was only a slight difference in the perceptions of their districts' organizational structure. Both principals of color and European-American principals agreed that their input to the decision making process was valued by the superintendent, and they also voiced their satisfaction with the present organizational structure. The European American male principals had a slightly different view on the organizational structure.

The principals of color were in agreement on their satisfaction with the organizational structure. They felt strongly that the structure was the right one for the district. The principals of color seem to all agree that the structure contributed to the timely support that they received on their campuses. They felt that the current organizational structure was effective in opening the channels of communications between the principals and the superintendents. The principals of color felt that the current district structure needed to be in place. An African American male had this

perception of the organizational that summarized the perceptions of the principals of color:

The structure that we have definitely needs to be in place. The structure that we have allows us to communicate our needs to the superintendent, and receive required support in a timely manner. I think that the more you have communications funneling into one person the better it is because you get a better picture of what's happening in schools. Our director is the person that we communicate with in order to share our concerns and get information back to the superintendent. We are not always able to meet with the superintendent.

The European American male principals felt that the organizational structure was adequate, but they were concerned about being micromanaged. The European American male principals collectively felt that important issues could be better addressed with the current structure. They seemed to like the idea of having a director of education for elementary education. The directors were all females, and it appeared that the European American male principals accepted this, but was not excited about having a female leader telling them what to do. Here is what a

European-American male had to say about the structure that is currently in place in the district:

I think the present structure works pretty well. In the past, we only had one director of instruction who was over secondary and elementary education. Now we have a director for secondary education and a director for elementary education. I think it is better separated, more manageable, just in terms of the number of campuses and things that we have now. The issues are sometimes different between elementary and secondary, so I think its ok to have it organized that way although I sometimes feel that we are micromanaged. I already know how to do my job. I don't have to be told what to do all the time.

Leadership Perspective: Identity Orientation

The last theme that emerged from the study was the leaders' ability to create a cultural identity within the organization that elicits a better understanding between members of different ethnic groups, so that relationships could be developed that would enhance organizational outcomes. All organizations have an identity orientation, and the orientation can be personal, collective or relational. According to Brickson (2000) the three identity orientations are associated with a

particular motivation among individuals: the desire to advance one's own position, their relationship partners, or secure the welfare of one's group relative to others.

Brickson also points out that one's identity orientation is also related to the type of self-knowledge that is relevant to individuals, their roles in relations to special others specifically or their group's (p.84).

In addition each identity orientation can be associated with a frame of reference through which individuals evaluate their self-worth. Individuals may compare themselves to others, compare their own relationship role performance with their own or relationship partner's standards, or they may just compare their group to another group. Leader can influence the activation of a particular identity orientation by the organization structure that they create. Other forces such as personality traits, relationship qualities and group composition can also influence the activations of an identity orientation (Brickson, 2000). The identity orientation that is activated can be personal, collective or relational.

Organizations that have a personal identity orientation will have members that rely more on themselves than on group members for information and support,

individuals will be motivated by self-interest, individuals that experience interpersonal competition, individuals that are concerned about their own welfare, and individuals that are likely to compare their own outcomes with that of others.

In organizations that have a personal identity orientation one is likely to find stereotyping, ambivalence, and individuals will act in terms of their own self-interest and seek positive personal outcomes

In organizations that have a collective identity orientation individuals will tend to see themselves in terms of group membership, work will be performed by a distinct group of individuals, members will be motivated to secure welfare for one's group relative to others. Organizations with a collective identity orientation will measure and reward performance according to group membership. In this type of organization, minority in-group members are seen as undifferentiated prototypes, there is the possibility of hostility and prejudice, and minorities could experience discrimination and exclusion.

Another component of the identity orientation model is the relational identity orientation. In organizations that have a relational orientation, individuals

are motivated to procure benefits for others, the emphasis is on interpersonal cooperation, individuals see themselves as relational partners, and the organizational structure consists of dense and integrated networks of relationships. Relational identity organizations will also have a reward structure that provides incentives for relational work and encourage interpersonal cooperation. In organizations that have a relational orientation group members are seen as unique individuals, there is likely to be a high degree of empathy, and discrimination is unlikely.

In this study, the researcher sought to determine how the superintendents were able to create and identity orientation that addressed the needs of an ethnically diverse group of principals, students, and parents. The superintendents in this study consistently utilized a relational orientation to address the needs of their constituents. Brickson (2000) describes a relational orientation as an environment created in an organization that encourages interpersonal cooperation, and interpersonal partnerships.

Interpersonal Cooperation

The first theme that emerged was interpersonal cooperation. A relational orientation will emerge in an organization when there is significant evidence of interpersonal cooperation, and when distinct groups of individuals are not emphasized. A relational orientation is activated when individuals are motivated to seek benefits for others (p.85). All of the principals in the study felt that their superintendents created an environment that fostered interpersonal cooperation. Principals of color and European-American principals perceived the leadership style of the superintendents promoted a relational orientation within the organization.

The principals of color felt that the superintendents created an environment that promoted interpersonal cooperation, and that addressed the needs of a diverse constituency. Each superintendent established an environment in the organization that was inclusive. The leadership style of the superintendents' encouraged interpersonal cooperation. Here is what an African-American male had to say about the superintendents' leadership:

I would say that his leadership style is participative. He includes everyone, and he likes lots of input from the staff, the parents, and the administrative office. He's collaborative in his efforts to make sure that everyone is taken care of, but he always keeps children first. He always encourages us to think about each other and work together. We all cooperate with each other. We are like a family.

The superintendents created an inclusive environment that allowed the principals and staff members to work together as a team to accomplish district goals. The principals of color and the European principals felt that the superintendents' leadership was the primary reason for the collaborative way that all personnel in the district worked together to raise student achievement levels. Individuals within these school districts saw themselves as relational partners, and the task structures in the organization maximized the advantages of diversity. This is what a Hispanic principal had to say:

You know, all the principals are on committees. We have a list and we're all involved in some way or another and I feel that's part of the decision making process. He has allowed us to collaborate with each other. We are

organized in such a way that we must collaborate with each other to accomplish district goals.

The European American principals were satisfied with their superintendents' leadership efforts. They all felt that the superintendents tried hard to involve them in the decision making process. Both the principals of color and the European American principals felt that the superintendent's leadership style help establish interpersonal cooperation, and created an environment in the organization that fostered interpersonal partnerships. A European-American principal summarized how the superintendents were able to create and organizational identity that resulted in highly successful outcomes for their districts:

Well, I think he likes to involve people in the decision making process. He's real structured in terms of our staff meetings and things. We have norms that we to by. He has an agenda. The staff has input to the agenda, and he is always asking for feedback at the ends of meetings. He seems very up-front and willing to listen, and he wants people's input. I think he really wants to know what people think and he takes that into consideration when making decisions. We all work together, and we help each other. If

we try a new program that works, we tell everyone about it. We share information, furniture, and materials. We really all work together.

Each of the school districts had a compatible reward structure that rewarded relational work, and encouraged interpersonal cooperation. In each of the districts, rewards were given to all the individuals in the entire school. The cooks, custodian, teachers and principals were all rewarded based on their collective effort to achieve organizational goals. One principal summarized the reward structure this was: When we achieve our established goals, everyone that works in the school building will receive an equal portion of the incentive package.

Dense and Integrated Network

The superintendents in the study established an organizational structure that consisted on dense and integrated networks of relationships within the school district that seemed to reduce categorization tendencies, and individuals did not seem to see themselves as members of distinct groups, but they saw themselves as relational partners. In the meetings that the researcher attended, he observed how the superintendents encouraged integrated networks. During a meeting that the researcher attended one superintendent had everyone at a table read a chapter in a

book. After reading the chapter, everyone was required to go other tables and tell the individuals at the table what they read. This appeared to be an interesting way to integrate the individuals, and create relationship partners. I observed all of the superintendents in their meetings make an effort to ensure that the principals were not separated from the district staff, and the principals were not separated by grade levels.

The superintendents created relationship partners by establishing vertical teams that were required to meet at least once a month. The principals that were interviewed seem to feel that the vertical teams fostered better working relationships. They have the opportunity to get to meet and work with all of the principals: One principal of color pointed out that he liked that way the district was structured.

We are set up in vertical teams, and this type of set up requires that the elementary principal meet with the middle and high school principals at least once a month. We all get to know each other better and we get to work together. We get the feeling of togetherness.

During the course of the study the researcher had several opportunities to visit the school districts and observe district meetings and meet with the principals individually. During these visits and meetings it was clear that all individuals within the districts were seen as unique with social identity characteristics. There seemed to be a high degree of empathy among the principals, the district staff, and the superintendents. Everyone seem to really care about each other. These were diverse school districts, but there was absolutely no evidence of discrimination in anyone of the districts or the campuses. It was clear that the superintendents were able to create a relational identity orientation within their districts.

Summary

This concludes the overview of the findings on the principals' perceptions of their superintendents' leadership involving image management, relationship development, resource utilization and team coordination and deployment and identity orientation. Next, the researcher will present the African-American superintendents' perception of their leadership.

Superintendents' Perception of Their Leadership

A second intent of this study examines the perceptions that the superintendent's had of how they were able to successfully lead their respective districts. The superintendents were not informed of the perceptions that their principals had of their leadership. Instead, they were asked questions about their leadership as it relates to image management, relationship development, resource utilization and team coordination and deployment, and Identity orientation. The superintendents' responses reflect their perceptions of their leadership of a diverse group of principals and a diverse inner city large public school district.

Image Management

The first major theme that emerged during the study was Image management. Image management is the function through which leaders establish credibility by projecting an image that will meet the expectations of followers. The African American superintendents were all aware of the importance of their image to the principals and community. It was important to the superintendents that they

were seen as legitimate and creditable to the principals. They had similar responses to the questions of legitimacy and credibility.

Each of the superintendents felt that their education and experience helped them to appear as legitimate leaders in the eyes of the principals. Of the three superintendents in the study, two held earned doctorates and one was in the final stage of completing his doctoral studies. They also felt that their experience with diverse groups of individuals significantly helped them lead a diverse group of principals and a diverse large public school district, and be seen as a legitimate leader. Dr. Jones had this to say about how his education and experiences that contributed to his success in establishing himself as a legitimate leader:

I've been fortunate to have good classes while obtaining my Bachelors and masters degrees that prepared me to deal with the diversity issue. In many of the college courses that I took, I was the only African American in the class. I actually do a workshop that's called Proactive Strategies for Working with Cultural diversity. I have done over forty workshops across the state.

Mr. Rogers said that his experience growing up in a segregated community and attending segregated schools along with working with a diverse group of peers

helped him to successfully lead a diverse group of principals and be recognized as a legitimate leader. Growing up in a segregated community and working with a diverse group of individuals had an impact on how Mr. Rogers lead his diverse school district. He had this to say about his experiences:

I think that my background of growing up in a segregated community and attending school in a segregated school system then moving into a work environment that was somewhat ethnically diverse especially among peers provided me with some grounding in dealing with people of various races and ethnicity. Diversity among colleagues has given me the experience that I need to lead a diverse group of principals and a diverse school district.

The superintendents had similar views on how they were able to project a positive image, Dr. Smith had a slightly different perspective. He saw his educational environment from his junior year in high school through the completion of his doctoral degree, and working with a diverse staff of teachers as a principal as important factors in helping him deal with diversity and project a positive image. He sighted his experiences this way:

In all of my education, from my junior in high school to the completion of my master's degree, I had not had an African American instructor. All of my instructors were White. So, I'm learning basically a White system. I became a principals and I had a teaching staff of 90% White and a student body of 90% minority, either Hispanic or Black. So the teaching staff was completely opposite of the students. I saw the conflicts. I was able to successfully resolve those conflicts because I knew where the teachers were coming from and I knew where the students were coming from. I started to have in-services to teach our teachers how to work with minority students.

Leader's Trustworthiness

The first sub-theme that emerged was the superintendents' trustworthiness.

Another aspect of image management is trustworthiness. A leader who demonstrates trustworthiness is accorded greater legitimacy on which to base their influence over followers. The principals in each district said that they trusted their superintendents, and the superintendents had similar ways of earning that trust.

The superintendents collectively believed that honesty, and treating all individuals with dignity and respect were important in gaining the trust of their principals. Dr.

Jones made these comments about trustworthiness:

I have to earn their trust, and they have to know that what I say I'm going to do, I'm going to do it. When they get in a situation that is unpleasant, I'm going to be right there in the middle of it helping them get through whatever problem they might have. I have to treat my staff with dignity and respect, and I have to model the behavior that is expected of the entire organization. Mr. Rogers realized that individuals were different. He knew that it was important to be perceived as trustworthy by his principals, and he made a point to address diversity. The strong feeling on the subject of trustworthiness as it relates to diversity by Mr. Rogers could be attributed to his experiences in living and working in different cultural environments. Mr. Rogers had this to say about trust:

If we treat people right, they will trust us. We recognize our differences but we don't let the differences become obstacles. We don't let the differences dictate that there is different treatment. I cannot be perceived as liking one group of principals more so than others based on race, ethnicity, based on gender, or based on experience. I cannot be perceived as one who would be unfair to one administrator because of any personality factor or anything. I have to be trusted. I have to be trusted by the way I act everyday. I can't ever be perceived as unfair to one over another.

Dr. Smith saw the issue of trust as critical to his success as a superintendent.

He felt that supporting the principals even when they may have done something

that was wrong was important in gaining their trust. He made the following comments about trust:

I think that they trust me because I am honest. If there is a problem, I will talk it over with them. If there is an issue out there, I think they're going to say Dr. Thomas is going to tell you. Whatever he is thinking, you're going to know it. I think that the principals must know that they are going to be supported. They must understand that if they are wrong they are going to be told that they are wrong, but at the same time they are not going to be embarrassed about it. I think the principals appreciate the fact that they are going to be supported when they get into situation that they are perceived wrong. It's easy to support people when they are right. The problem is how do you support them when they are wrong. I must make sure that continue to earn their trust.

Credibility with Followers

The next sub-theme that emerged was the superintendents' credibility with their principals. Another aspect of image management is credibility with followers. All of the principals in the study believed that their superintendents were legitimate. Many of the things that the principals said enhanced their superintendents' credibility were echoed by the superintendents. Leaders of color often face

credibility barriers when supervising a diverse group of followers. Dr. Jones pointed out clearly the barriers that are faced by every African American superintendent. These are some of his comments:

African American superintendents are really held to a higher standard than their White counterparts. In other words, if you can't walk on water you sure better be able to get across there better than your White counterparts. And with that, sometimes we tend to put forth a whole lot of additional effort to accomplish our goals. Without the right tutelage, and what I mean by that is without someone who can really say, look, you just stay focused. We have to work harder in understanding the politics of the job and especially in a role where your board may not be a minority majority board. For example, my board here is six Anglo and one Hispanic. You have to understand the politics when you are working in that type of environment. I really see that our challenges are much greater than White superintendents. We don't have the same opportunities as White superintendents. They can leave one district because they were fired, and they will get another position as superintendent somewhere else. They do this over and over. A black superintendent gets fired and they never get another opportunity.

Mr. Rogers agreed with Dr. Jones about the barriers that African American superintendents face each day, but he added that it was important to have credibility

with all constituents. He said that he was very conscious of the credibility issue, and he did several things each day to address the issue. He ensured his principals were supported. He believed that he had to appear involved to be creditable. Here are some of the comments that he made:

I am here to support the work of principals and the work that goes on in schools, not them supporting the work of central office. I attend as many functions on a daily and weekly basis as I can. I am a part of this community in that I serve on more than a dozen boards and organizations. I volunteer my time. I volunteer my time with school related as well as non-school related activities. I'm always there and I am there to support the entire school community. So, it's by doing and it's by giving of yourself and of your time that earn you credibility. I also personally tutor school children that need help.

Relationship Development

Relationship development was the second major theme. This theme focused on the relationship between leaders and followers. The questions for the superintendents were designed to determine what the African American superintendents did to motivate their principals to accomplish established goals, how did they go about creating an environment that promoted a free exchange of

information and ideas. This study showed that the superintendents did build meaningful relationships with their principals. The researcher observed meetings between the superintendents and principals, and the observations did verify that the superintendents' efforts to develop positive relationships were fruitful. Dr. Jones made the following comments about relationship development:

Over time relationships develop, because, number one I attend every meeting with the executive secretary and the executive director for elementary education with the principals. During those meetings I am interacting with the principals. I don't have a problem with sitting down and talking with principals. I'll go to their offices. I've been to every campus. I try to be out there often and many times I'll just walk in unannounced.

Dr. Smith felt that he had an excellent relationship with his principals, and from the interview with the principals he was right. Many of Dr. Smith's principals said that they were part of a family. Dr. Smith said:

I think trying to be sensitive to what their problems are, trying to be sensitive to their concerns help to establish meaning relationships. I bring them in as part of a family when it is time to make decisions. I want them

to clearly understand that they are part of the management team and they have to help us decide on some things. I welcome their input.

Motivating Followers

The first sub-theme was the superintendents' ability to motivate their principals. It is the leaders interactions with that promote active participation in attaining organizational goals. Followers that are motivated commit their efforts to accomplish organizational goals. The study revealed that the superintendents use both extrinsic and intrinsic rewards to motivate their principals. Each of the superintendents had a variety of strategies to motivate their principals. Dr. Jones use and interesting strategy. He called it Mount Everest. "We've benchmarked the elevations to show where each campus is on the scale. Everyone wants to get to the top of Mount Everest. When a school moves up on the scale, we all celebrate." We have monetary incentives built in also. A school will be rewarded monetarily when they reach an established goal.

Mr. Rogers had an elaborate strategy to motivate his principals. His district was making enormous progress in the area of student achievement. He gave the principals public recognition for their accomplishments. He also wrote private

letters, and sent short notes to principals telling them of the great job that they did in accomplishing a goal. In his words, these are some of the things that Mr. Rogers did to motivate his principals:

We give them recognition for their successes. We recognize them before the board of trustees. We recognize employees of the month in front of the board each month. Each month there is an administrator category and principals are recognized. We have things inserted into the newspaper when they are successful in accomplishing certain goals. We also reward them monetarily.

Dr. Smith felt that the creation of an incentive pay system for his principals really motivated them to accomplish established goals. Since he created the incentive plan, the school district has been recognized by the state for the academic achievement of the students. He has been recognized by the state as superintendent of the year, and the school board was recognized as school board of the year by the state. The first incentive package he established was a monetary Christmas bonus for everyone in the district. After the Christmas bonus, he created an incentive pay system that includes everyone that works on the campus. Dr. Smith felt that his

incentive plan caused everyone to work together. He specifically said, "our incentive plan causes us to work together as a team, as a family, it galvanized us."

Equity and Fairness

The next sub-theme was equity and fairness. Subordinates must perceive that they are treated fair and equitable in order to be motivated to accomplish organizational goals. The principals all felt that they were treated fair and equitable. The superintendents all felt that it was vital that they be perceived as fair and equitable. The climate in all of the school districts indicated that the superintendents were successful in creating an environment that was perceived as fair and equitable by everyone. Each of the superintendents paid a great deal of attention fairness and equity. Mr. Rogers summed up the question of fairness:

I can't afford to be perceived as unfair by anyone. I have got to be perceived as being a fair person by all. I must work hard to make sure that I am perceived as being fair and equitable.

The superintendents all pointed out that good communications was the key to being perceived as fair and equitable. They collectively felt that they had to communicate effectively with all of the principals.

Communications

The last sub-theme was communications. Effective communications has been found to be key to a successfully run organization. Communications within a diverse organization can be complex. The leader must deal with cross-gender communications that can create real barriers between men and women in terms of their conversational styles. Men use talk sometimes to emphasize status and independence, whereas women use it to create connection. Cross-cultural factors clearly create potential for increased communication problems. Words mean different things to different people especially to people from different national cultures. There is no question that communication differences related to gender and culture may become the source of misunderstanding that could result in lower organizational effectiveness.

Mr. Rogers sought to educate his principals on the differences in communicating with a diverse group to minimize misunderstanding. Dr. Smith consistently worked on improving communications within his district, and Dr.

Jones made a concerted effort to insure that he effectively used his listening skills to improve communications.

The superintendents in this study created an environment that promoted a free exchange of information. The researcher observed the superintendents in meetings with their diverse group of principals, and it was clear that there was a free exchange of information and ideas. Through the interviews with the principals, it was confirmed that exchanges of information and ideas were just and fair.

All of the superintendents stressed the importance of being a good listener, and the principals all said that they felt that their superintendents listened to them.

Dr. Jones made these comments on the importance of listening:

I want everyone to perceive me as being fair, and I'm going to stop and listen to everybody that needs to talk to me. I don't care whether they are a parent, a constituent, a teacher or a principal. It doesn't matter. I'm going to listen to everyone. You might say that I walk my talk, because at the beginning of my tenure here I met with every single principal and wanted to hear what their hopes and dreams were and a little bit about backgrounds. I had a set of questions that I asked them and I jotted down their responses

and read those back to them. I visited every one of the campuses, and I went into a classroom or a workroom and I would just sit and anybody that wanted to come and talk to me, I would just sit and listen to them. Then I jotted down notes for listening to them. I went back to my cabinet and we addressed what we called low hanging fruits. Those individuals saw that something was done about what they told me in the meetings with them. I really and truly believe that everybody is important in our organization. You just need to listen to them.

Dr. Jones and Dr. Smith were satisfied with communications in their respective districts. Mr. Rogers felt that communications in his organization was good, but he wanted see some improvement. In his meeting with the principals and staff members, improving communications in the work place was an agenda item. The superintendent also wanted to re-visit diversity in the workplace, because he understood the complexity involve in communicating among people of different gender and culturally different groups. Mr. Rogers set up staff development workshop for the entire district to address the issue of communications in a diverse workplace to increase organizational effectiveness.

Resource Utilization and Team Coordination and Deployment

The third major theme was resource utilization. The third function of leadership is the coordination of the organization's resources to accomplish established goals. The real test of leadership is how well the organization performs on the task of accomplishing the mission. Image management and relationship development are essential ingredients for leaders to be deemed successful in an organization, but productivity and performance are really the goals. As we analyze productivity and effectiveness, the organizational environment play an important role in determining good leadership. When specific strategies are needed to meet specific environmental parameters, the contingency principal becomes an important factor. A recognized feature of the contingency leadership theories is and emphasis on the degree that followers are allowed to participate in the leaders strategies for making decisions, and implementing plans.

The superintendents in the study perceived that they were making efficient use of their available resources. Each of the superintendents solicited participation of their principals in the making of decisions regarding allocating resources. Dr.

Jones provided one example that resulted in the successful use of staff members in the decision making process. He demonstrated how financial and personnel resources can efficiently be utilized to solve budget problems. Dr. Jones said that one of his biggest challenges in the district was to cut 50 positions, because of a 2.1 million dollar budget shortfall. He used his staff to assist him in making the decision on just what positions to cut. Dr. Jones made the following comments:

We started the year with a budget shortfall of 2.1 million dollars, and in order to have a balanced budget we had to cut 50 positions. I involved a lot of people in the decision making process, and we did not run from the tough decisions. We did in the right way. No one loss their job because of the cuts. We just did not hire anyone to fill 50 vacancies.

When strategic decisions are made that are consistent with the situation, groups will make more effective use of resources. The superintendents in the study consistently involved their principals, and staff members in the decision making process. They all stressed their appreciation of the input they received when important decisions had to be made. Dr. Smith commented on the involvement of his principals making decisions about the allocation of available resources. He said:

I bring them in as part of the family when making important decisions. They clearly understand they are part of a management team, and have to help us make decisions. We don't sit there and make decisions without considering them and their feelings. So most of the decisions made around here are team decisions.

Leadership Perspective: Identity Orientation

The school district's identity orientation was the last major theme.

Leadership styles have been seen as task versus relationships orientations and democratic versus autocratic orientations. The superintendents in the study exhibited a relationship orientation in their quest to achieve organizational goals. The relationship oriented person places primary emphasis on creating and maintaining strong interpersonal relationships. Each of the superintendents' established an organizational environment that addressed the needs of a diverse group of principals, parents and students.

Interpersonal Cooperation

The first sub-theme that emerged was interpersonal cooperation. The superintendents actively insured that a strong identity orientation was established in the organization that addressed the needs of a diverse constituency by holding workshops and in-services on the diversity. They encouraged interpersonal cooperation by setting up dense organizational networks and reward systems that rewarded successful relational work, and they consistently emphasized the importance of inclusiveness.

The superintendents talked of addressing diversity extensively during the interviews. Addressing diversity was also a topic in meetings between the superintendents and his entire staff. The diversity initiative in West Independent School district was indicative of how important addressing the diversity issue was to all the superintendents in the study.

Mr. Rogers went a step further he made the issue of diversity a district wide focus for the entire school year for West Independent School District. He insured that training was conducted that involved principals, district staff, teachers, and the

community. His objective during the year was to provide everyone in the district with multiple opportunities to address the diversity. In the meeting that I observed he had the principals and district staff play a game called “Flash Judgement”. This game placed European Americans in position that many individuals of color find themselves in an organization dominated by European Americans. From the feedback after the game was over, “Flash Judgement” had a profound effect on all the European Americans involved.

Another way the superintendents encouraged interpersonal cooperation was through their reward system. Reward structures set up in East Patterson, West Independent and Ocean View Independent School district were similar in that rewarded entire groups rather than individuals for accomplishing established goals through relational work. Interpersonal cooperation may be increased by rewarding groups rather than individuals for relational work. Dr. Smith comments mirrored that of the other superintendents in regards to the purpose of their reward structure. Dr. Smith said with his reward system he created a system were everyone had to work together. He said this about the reward system in his district:

We created a reward system that requires everyone to work together. So it's not a matter of them working against each other. We've all got to work together because if we achieve our goals we are all going to get rewarded at the end of the year. I mean the teachers, the principals, the cooks and the custodians. Everybody gets rewarded. So everybody has to work to see to it that those kids learn and do what they are suppose to do. I believe that one of the reasons we have experienced success in raising our student academic achievement levels to a recognized status is because of our reward system.

Dense and Integrated Network

The next sub-theme that emerged is the integrated network that was created by the superintendents in their respective districts. Dr. Jones, Mr. Rogers, and Dr. Smith each established an organizational structure that consisted of an integrated network that seemed to promote relationship partners. Relational identity orientation is promoted when organizational structures emphasize dense and integrated networks of relationships. Density is the ratio of actual to potential ties, and integrated networks are the amount of interaction among organizational units. The districts all had a vertical teaming structure that facilitated the exchange of information among individuals who shared a common purpose. The vertical teams

were required to meet at least once a month, and the interaction of the principals during these meetings seemed to build relationship partners. Dr. Smith summarized the purpose of Vertical Teaming:

Vertical Teaming is a process through which principals from different grade level campuses can relate to each other in a meaningful manner in order to explore and work toward high student achievement. It is also about building relationships and finding creative ways to continually improve. Vertical Teaming is about connections and linkages that create a seamless education for the students from pre-kindergarten through 12th grade. All of these principals must work together.

Summary

This chapter presented the data collected. The collected data was interpretation and analyzed. The data included the interviews of 15 elementary public school principals of different gender and ethnicity, the interviews of three African American superintendents. Also included in the chapter were the researchers observations of meetings between the superintendents and their principals and staff.

The next chapter includes a summary of the study, discussion of the findings, conclusions, and recommendations for future research. The discussion in the chapter will relate the research literature to the findings in the study.

CHAPTER V

Summary, Comparison of the Literature, Conclusions

And Recommendations

Introduction

This chapter is organized into four parts. The first part is a brief summary of the findings. Second a comparison of the findings to the related literature will be presented. Next, conclusions will be presented, and finally recommendations for future study will be provided.

Summary of the Findings

Leading a diverse group of principals in large public school districts presents many challenges for superintendents today. Principals of schools are vital to the overall success of any school district. Superintendents of schools must use their leadership skills to influence their principals in order to have a successful school district. Researchers have found that the perceptions of the leader by the followers are the very foundation on which the leaders ability to influence are built.

How principals perceive their superintendents may well determine his success and longevity in the school district.

The focus of this Qualitative case study was to examine the perceptions of African American superintendents held by their principals of color and their European American principals. This study sought to (1) describe how three African American superintendents in successful large school districts were perceived by their principals of color and their European American principals; and (2) describe the differences, if any, between the perceptions of principals of color and European American principals of their African American superintendent's leadership, and to (3) determine how the African American superintendents in successful school districts perceived their leadership in a diverse environment.

In order to accomplish the objectives of the study, Chemers integrative model of leadership and Brickson's identity orientation model was used as the theoretical framework. Chemer's integrative model has been used to guide studies relating to African American principal's leadership, but it has not been used to analyze African American superintendents. Brickson's identity orientation model

has not been used to analyze African American superintendents leadership in a diverse context.

Principals' Perceptions

The first theme was image management. The finding of the study revealed that principals of color and European American principals perceived their African American superintendents as legitimate leaders, however, there were differences between the principals of color and the European American principals perceptions of the African American superintendents "image" as a leader. The principals of color saw their superintendents as a legitimate leader because of their proven ability to lead large diverse school districts. Principals of color felt that because of the ethnic kinship between them and their superintendents, they were able to communicate more effectively the needs of their respective schools to enhance student achievement. In contrast, European American principals viewed the superintendents as legitimate only because of the education, experience and authority. Additionally, the female European American principals felt while in

agreement with male European American principals, they stressed the importance of the superintendent's moral values and religious affiliation.

Each of the African American principals perceived that their superintendents were trustworthy. The European American females and the Hispanic females expressed higher levels of trust for the African American superintendents than did the European American male principals. The principals of color felt that their superintendents were creditable because of their success as instructional leaders. The European Americans did not view the superintendents as the instructional leader in their respective districts. They stressed the importance of the directors of elementary education as the instructional leader in the district and not the superintendent.

The second theme was relationship development. African American principals responded positively to the superintendent's efforts to motivate them. They said that they were motivated by their superintendent's willingness to share organizational information and create a risk-free environment. In contrast, European Americans and Hispanic principals felt motivated in a different way.

European Americans stressed the importance of monetary rewards to improve their commitment. Hispanic principals were not only motivated by monetary rewards, but by intrinsic rewards such as verbal complements and written notes as well.

Principals of color and European American principals perceived their communications with their superintendents differently. Principals of color believed that their superintendents did a very good job communicating the goals of the organization, and kept the door open for two-way communications. In contrast the European American principals felt that superintendent was a good listener, but was not clear about the visions of their districts.

The third theme was resource utilization and deployment. Resource utilization and deployment describes the leader's ability to use his or her talents and resources of the followers to accomplish organizational goals. The European American principals and the principals of color were in agreement on their satisfaction with the way in which resources were allocated, and the way that the organization was structured to achieve organizational goals.

The last theme is the identity orientation of the organization. Identity orientation relates to how leaders create a cultural identity that promotes interpersonal cooperation and establish dense networks to develop relational partnerships to accomplish organizational goals. The principals of color and the European American principals agreed on the style of the superintendents. They felt that the superintendent created a relational environment that had an integrated network structure and fostered interpersonal cooperation among the principals and district staff. Both groups collectively felt that the superintendents established an organizational structure that created a positive relationship between themselves, the principals and the district staff. In addition, both groups felt that the environment established by the superintendents allowed everyone to successfully accomplish organizational goals.

Superintendents' Perceptions

The first theme in the superintendents' perceptions is image management. In the area of image management the superintendents perceived that they were viewed as legitimate, trustworthy, and creditable leaders. They saw themselves as

legitimate leaders because of their education and experience working with diverse groups. Two of the three superintendents held doctoral degrees, and the other had completed all course work on his doctoral degree. All of the superintendents believed that they were perceived as trustworthy. As a group the superintendents believed that honesty, and treating everyone with dignity and respect were the important in gaining the trust of their principals. Credibility was the last element of image management, and the superintendents felt that it was a daily struggle to consistently appear as credible leaders because of stereotyping. They were aware of the barrier that they faced as African American leaders.

Relationship development was the second major theme in the study. The sub-themes were motivation, equity and fairness and communications. The superintendents used different strategies to motivate their principals. Dr. Jones strategy was to have his principals reach the top of Mount Everest. Mr. Rogers used public recognition, letters, notes, and pats on the back to motivate his principals, and Dr. Smith successfully used monetary rewards as a motivational tool. Another area that the superintendents were on common ground was the equity

and fairness. They all stated the importance of creating an environment that was fair and equitable for everyone in the organization. The superintendents commented on the importance of communications in a diverse organization. They appeared to be fully aware of the barriers to communications that could be caused by differences in gender, race and cross-cultural factors. In spite of the barriers the superintendents were able to create an environment that promoted the free exchange of information.

The third theme that emerged in the study was resource utilization and team coordination and deployment. The superintendents felt that they were using their available resources efficiently. They felt that it was important to get input from their principals and staff when making decisions on the allocation of their resources.

The last major theme that emerged was the identity orientation that was created in the organizations. The superintendents exhibited a relational orientation in their quest to achieve organizational objectives. They were successful in

creating an environment that fosters strong interpersonal relationships, and interpersonal cooperation.

Comparison of the Findings to Related Literature

Even though there was limited research done on African American superintendents, there were elements of the in the case study that supported the literature, and there were elements in the found in the study that could not be found in the literature. The study found that African American superintendents were viewed as legitimate leaders by both principals of color and European American, but there was a difference. These findings were consistent with the findings of Hollander (1993), Jones, (1986) and Jones (2001). The principals of color viewed the superintendents as legitimate because of their education and past successes, and ethnic kinship while the European American principals because of their education, experience, and authority inherent in the position of superintendent of schools. The findings on the element of trust were also consistent with the literature.

In the study, principals of color and European American female principals expressed higher levels of trust for their African American superintendent than the

European American males. This was consistent with the findings of Scott (1983). Scott found that females had higher levels of trust for male supervisors, and Jeanquart-Barone found that European Americans males had less trust for leaders of color than they had for European American leaders.

Another area that was consistent with the literature was the relationship that the superintendents had with their principals. The superintendents in the study were effective leaders who built relationships that resulted in highly motivated, mission oriented, and goal directed team members. Podsokoff (1993) reported that the organizational climate that is created by the leader could have a strong impact on the subordinates satisfaction, motivation and commitment.

The study revealed that African American superintendents perceived that they faced barriers that their European counterparts did not have to face. This finding was consistent with the findings of Jones (1980), Jones (1986), and Sizemore (1986). These researchers found that African American leaders were perceived as less equal to their European counterparts, and that African American leaders were held to a higher standard.

Conclusion

African American superintendents in large school districts are faced with many challenges and barriers that they must overcome. This study sought to examine the perceptions of African American superintendents' leadership held by their principals of color and their European American principals, and the perception of the perceptions that the superintendents had of their leadership. Fifteen principals and three superintendents were interviewed to obtain their perceptions regarding the leadership in the context of Chemers' integrative leadership model, and Bricksons' identity orientation model. As indicated in the previous chapter, there were many findings, and these findings suggest a number of important conclusions.

First, even though African American superintendents were perceived as legitimate leaders by principals of color and European American principals, there was a difference in the perceptions of the principals of color and the European American Principals. This was a qualitative study that involved a limited number

of participants, but in spite of this fact, leaders of color must be aware of the possibility of these perceptions.

Second, principals of color and female principals had higher trust level for their African American superintendents than European American males. Leaders of color must not only be aware of the difference in trust levels between individuals of color, females, and European American males, they must insure that adequate staff development training is provided to all principals and staff members that address diversity issues.

Third, the study suggested that African Americans were motivated by superintendents willingness to share information and create a risk free environment as well as monetary rewards, Hispanics were motivated by intrinsic rewards such as verbal complements and written notes, and European Americans were highly motivated by monetary rewards. If superintendents have a reward system, this study revealed that they must incorporate both extrinsic and intrinsic rewards for a diverse group of individuals that include African Americans, Hispanics and European Americans.

Fourth, when dealing with a diverse group of principals and students, superintendents must be aware of the possibility of their vision to significantly improve the achievement levels of students of color may not be well received by European American principals. They must consistently stress the importance of raising the achievement levels of students of color with their European American principals so that the principals can adequately take this message to their teachers. Research has shown that almost 90% of the teachers in diverse school districts are European Americans. The importance of articulating a clear vision to all principals is vital to decreasing the achievement gap that exist between students of color and European American students in large diverse school districts through out the United States.

Fifth, the leadership style of the African American superintendent has an impact of successful student academic outcomes. African American superintendents who create a relational environment that has an integrated network structure that fosters interpersonal cooperation among principals and district staff will increase the possibility that everyone will accomplish organizational goals.

This study although limited, strongly suggests that there is still a lot of work to be done to address the issue of diversity. The study revealed that there may be a need to continually train superintendents in the area of diversity.

Recommendation for Future Research

Although African American superintendents have been successful in leading large diverse school districts, only limited research has been completed on their accomplishments in a diverse context. Superintendents must not only deal with deal with a diverse group of principals, but they must contend with a diverse constituency that includes school board members, parents, and community. In order to increase the scope of this study, four recommendations are made:

The first recommendation is to have researchers study the perceptions that school board members have of their African American superintendents. Recently school boards have been appointing African Americans to lead school districts that have changed demographically from a predominately European American student population to a majority student of color population. In most cases these school districts have remained dominated by European Americans. The three

superintendents in this study were the first African Americans ever appointed to lead these districts. This would be significant research.

The second recommendation is that research be conducted on the perceptions that the community have about their African American superintendent. One of the superintendents in the study made the comment that a community leader could not understand why he was brought in to solve the diversity problems that the district was experiencing because of the changes in demographics. The perceptions of the community would be worthy of research.

The third recommendation is that research be conducted on European American superintendents in large diverse school districts using Chemers' integrative leadership model and Brickson's identity orientation model. Research of this nature would add valuable information to the literature on superintendents leading diverse school districts.

Finally, this study included a diverse group of principals that consisted of two African American males, four African American females, two Hispanic females, one Hispanic male, four European American females, two European

American males, and three African American three African American
superintendents. It is recommended that research be extended to include a larger
number of participants so that more definitive conclusions can be drawn.

APPENDIX A

DISTRICT PERMISSION LETTER – SUPERINTENDENT

School District
Superintendent of Schools
City, State

Dear Superintendent

I am a doctoral student at The University of Texas at Austin, and I am conducting a study entitled “African American, European American, and Hispanic Elementary Principals Perceptions of their African American superintendents’ Leadership”. I am requesting your permission to contact and interview you and four of your elementary school principals during the next six months.

The purpose of this study will be to examine participants’ perceptions and views of African American superintendents’ leadership in their school district. I plan to use an introductory questionnaire and interviews to ascertain information from your principals. The cooperating superintendents to establish inclusive environments to meet the needs of an ethnically diverse group of principals will use the results of this study.

I am requesting your permission to contact and interview principals in your school district about their perceptions. Prior to the initial interview, each participant will receive consent forms to participate in the study. Interviews will be audiotaped.

Your participation in this study is voluntary, and your decision not to participate will not affect your current or future relationship with the University of Texas at Austin. If you have any questions, please feel free to contact me at (512) 414-4206 or e-mail me at MNICKII@AOL.COM. Thank you in advance for your assistance and support.

Sincerely,

Nicholas Cormier Jr.

APPENDIX B

PRINCIPAL PERMISSION LETTER

School
Principals' Name
City, State

Dear Principal

Your superintendent has agreed to participate in a study that I am conducting, and he has given me permission to ask you to participate in the study. I am a doctoral student at The University of Texas at Austin, and my study is entitled “ Perceptions of African American, European American, and Hispanic principals of their African American Superintendents’ Leadership in Successful school districts.

Your participation will allow me to gain valuable insights into your thought about your superintendents’ image as a leader. Additionally, Your input will expand the research base about African American superintendents as leaders of public school districts. All of your responses, per The University of Texas at Austin guidelines and practices, will be kept strictly confidential and non-accessible to your superintendent and any one else except the researcher.

I will ask you to participate in two interviews. One of the interviews will be audiotaped.

Your participation in this study is voluntary, and your decision not to participate will not affect your current or future relationship with the University of Texas at Austin. If you have any questions, please feel free to contact me at (512) 414-4206 or e-mail me at MNICKII@AOL.COM. Thank you in advance for your assistance and support.

Sincerely,

Nicholas Cormier Jr.

APPENDIX C

Principals' Interview Questions

African American and European American Principals Perceptions of Their African American Superintendent

Purpose

The purpose of this questionnaire is to gather information about principal perceptions of their African American Superintendent. I will be interviewing school principals at their school. The goal of this study is to describe, expand, and understand these perceptions and the resulting behaviors between principals and African American superintendents. Your answers will be confidential. Your superintendent will not observe your responses.

Part I Description Data of Participants

1. Name _____
2. Current Position _____
3. School _____
4. Years in Education _____
5. Ethnicity _____

Part II Perceptions and Practices

1. Describe experiences in the field of education.

2. Describe your present relationship with your superintendent

3. Describe your superintendent's leadership style.

4. Do you think your superintendent expect more or less of you because of your ethnic background? Explain.

5. Is there a difference in the way your superintendent talks to you because of your ethnic background? Explain.

6. Do you think your performance evaluations from your superintendent are fair? Explain.

7. Do you think that your superintendent trust you? Do you trust your superintendent? Explain.

8. Do you think that your superintendent assign certain tasks because of your ethnicity? Explain.

9. How are leadership positions/roles assigned in your district? Is this a fair and equitable process? Explain.

10. Do you believe that your opinions and/or decisions supported or resisted by your superintendent because of your ethnic background? Explain.

11. How would you describe oral exchanges between you and your superintendent? Explain.

12. What organizational structure does your superintendent use to manage the district's programs and staff? Is this structure suitable to meet the needs of all staff in the district? Explain.

APPENDIX D

Superintendents Interview Questions

The purpose of this questionnaire is to gather information about African American superintendents perceptions of their leadership in a diverse environment.

Part I

Descriptive Data of Participants

1. Name _____
2. Years of Education _____
3. Gender _____
4. Years of Administrative Experience _____
5. Years of Superintendent Experience _____

1. Describe your experiences in the field of education.

2. Describe the ethnic composition of your principals.

3. How has your background prepare you to work, as an African American leader, with an ethnically diverse group of principals to accomplish your district's goals?

4. What special skills do you feel that you must possess to be an African American leader and supervise an ethnically diverse group of principals?

5. How have you used these skills to work with both African American and European American principals?

6. What supervisory or leadership differences have you perceived working with African American principals as compared to European American principals?

7. How do you think, in a collective way, your African American, Hispanic, and European American principals perceive you as a leader?

8. When you assign “leadership” duties, are you more apt to choose an African American principal than a European American principal in your district? Why?

9. In conflicts that involve two principals from different backgrounds, discuss your process for resolving them. Do you consider ethnic kinship as a factor in your decisions and/or approaches to resolving the conflicts?

10. Describe your present administrative relationship with your African American principals.

11. What strategies that you use to motivate your principals?

12. What issues of trustworthiness have you encountered with your diverse group of principals?

13. As an African American Superintendent in a successful school district, how do you view your role as a leader with you diverse group of principals?

14. How do you go about developing relationships with your principals? Please explain.

15. How do you project yourself as a successful educational leader? Please explain.

APPENDIX E

Informed Consent to Participate in Research

THE UNIVERSITY OF TEXAS AT AUSTIN

You are being asked to participate in a research study. This form will provide you with information about the study. The Principal Investigator will also describe this study to you and answer all of your questions. Please read the information below and ask questions about anything you don't understand before deciding whether or not to take part. Your participation is entirely voluntary and you can refuse to participate without penalty or loss of benefits to which you are otherwise entitled.

Title of Research Study: African American, European American, and Hispanic elementary school Principals Perceptions of Their African American Superintendent.

Principal Investigator and Telephone Number: Nicholas Cormier Jr. 512-336-0049

Faculty Supervisor and Telephone Number: Donald Phelps, Ed.D. 512-471-7551.

Funding Source: There is no compensation or funding provided for this study.

Purpose of the Study: The purpose of the study is to examine the perceptions of five African American and five European American principals of three African American Superintendents.

What will be done if you take part in the study: You will be interviewed, and the purpose of the interview is to allow Nicholas Cormier Jr. to gain insights about your opinions, perceptions, and observations, regarding the leadership of a successful African American superintendent.

What are the possible discomforts and risk?

One possibility of risk is the loss of confidentiality. If you wish to discuss the information above or any other risks you may experience, you may ask questions now or call the principal investigator listed above.

What are the possible benefits to you or others? There are no known benefits to you or others.

Will you receive compensation for your participation in this study? There is no compensation for this study.

What if you are injured because of the study? There are no physical risks involved in this study.

If you do not take part in this study, what other options are available to you?

Participation in this study is entirely voluntary. You are free to refuse to be in the study, and your refusal will not influence current or future relationships with the University of Texas at Austin.

How can you withdraw for this research study?

If you wish to stop your participation in this research study for any reason, you should contact: Nicholas Cormier Jr. at (512) 336-0049. You are free to withdraw your consent and stop participation in this research study at any time without penalty or loss of benefits for which you may be entitled. Throughout the study, the researcher will notify you of new information that may become available and that might affect your decision to remain in the study.

In addition, if you have any questions about your rights as a research participant, please contact Clarke A. Burnham, Ph.D., Chair, The University of Texas at Austin Institutional Review Board for the Protection of Human Subjects, 512-232-4383.

How will your privacy and the confidentiality of your research records be protected?

Authorized persons from the University of Texas at Austin and the Institutional Review Board have the legal right to review your research records and will protect the confidentiality of those records to the extent permitted by law. Your research records will

not be released without your consent unless required by law or a court order. All notes and tapes will be kept in a locked file cabinet.

If the results of this research are published or presented at a scientific meeting, your identity will not be disclosed.

Will the researchers benefit from your participation in this study? There is no benefit to the researcher beyond publishing or presenting the results of the study.

Signatures:

You have been informed about this study's purpose, procedures, possible benefits and risks, and you have received a copy of this form. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time. You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

I have read and understand the explanation provided to me. I have all of my questions answered to my satisfaction, and voluntarily agree to participate in the study.

Signature of Participant

Date

Signature of Investigator

Date

APPENDIX F

PRINCIPALS' PROFILE

Jill Vargas: Jill is a Hispanic female that was raised in a small town near the Mexican border. She taught for 17 years before becoming an administrator. She spent 12 years as an elementary school teacher, and 5 years as a middle school teacher. Jill was an assistant principal of a middle school for 3 years. For the past 7 years she has been principals of Small Elementary school. Small middle school had a diverse population of students with over 90% economically disadvantaged students. Small Elementary was not recognized by the state for its academic achievement, but the achievement levels of the students was improving.

Debbie Wills: Debbie is a European American female was raised as a military brat. Her father was in the military. She has been in the education field for 29 years. Debbie spent 12 years as an elementary school teacher, 2 years as an activity coordinator for a magnet school, nine years as an assistant principal and 8 years as principal of Alvin Elementary school. Alvin has been recognized for its academic achievement by the state for the past 3 years. Although Alvin had a diverse population, over 60% of the students were European Americans.

Ken Jones: Ken is an African American male who was raised in a large city in the Midwest. As a child growing up in a large city in the Midwest, he attended schools that were predominately African American. Ken was an elementary teacher for 5 years, a mathematics specialist for 2 years, an assistant principal for 6 years and a principal at Mann Elementary School for 3 years. Mann Elementary had a diverse population of students, but the majority of were children of color. Mann had been recognized by the state for the high level of academic achievement of its students for the past two years.

Lisa Crain: Lisa is a European American female who was raised in a segregated community in the southwest. She was an elementary teacher for 5 years, a math specialist for a magnet school for 1 year, an assistant principal for 4 years, and she has been principal at Victory Elementary School for 5 years. Over 85% of the students at Victory Elementary were economically disadvantaged children of color. Victory Elementary has been recognized by the state for its high level of academic achievement on the part of its students for 3 years in a row.

Bill Barnes: Bill is a European American male who was raised in a segregated environment in a small town in the southwest. As a child he attended all segregated schools. Bill had over 34 years of experience as an educator. Bill has been in his current position at Roy Elementary School for the past 23 years. The majority of the students at Roy Elementary were European American. Roy Elementary had not been recognized by the state for its academic achievement, and Bill was not concerned about recognition. He just wanted to be left alone to do his job.

Linda Smith: Linda is an African American female who attended segregated schools in the southwest. She has over 29 years of experience in education. Linda was a class room teacher for 14 years, a math and science specialist for 2 years, an assistant principal for 5 years, and a principals for 8 years. She has been in her current position as principal of Belton Elementary for 3 years. Belton Elementary had a diverse population of students. Belton was recognized by the state for the academic achievement of its students.

Sherry Davis: Sherry is an African American female that was raised in large city in the southwest. She had been in the education field for 23 years. She had experience as an administrator in high school, middle school and in elementary school. She has be the principal at Jordan Elementary School for 3 years. Jordan had a diverse population of students, and it was recognized by the states for the academic achievement of its students.

Carol Bell: Carol is an African American female who was raised in a large city in the southwest. Carol had a total of 15 years in education. She was a classroom teacher at the elementary level for 4 years. She spent 6 years as an assistant principal, and this fifth year as principal of Jones Elementary School. The majority of the students at Jones Elementary were African American. Jones Elementary students were improving their academic achievement levels. Jones has not been recognized by the state for its academic achievement but it was improving rapidly.

Beth White: Beth is a European American female who grew up in the southwest. She has 25 years of experience in the field of education. She was teacher in the intermediate school for 11 years. She taught at the elementary level for 1 year, and for 5 years she was a GT facilitator for the district. She served as assistant principal for 4 years, and she has been principal of Green Elementary for the past 4 years. Green Elementary has a diverse student population, but the majority of the students were European American. Green was recognized by the state for the academic achievement of its students for the past 3 years.

Joe Jones: Joe is an African American male who was very concerned about raising the academic achievement levels of the students at Jackson Elementary School. Joe has been an educator for 12 years. He was an elementary teacher for 6 years, an assistant principal for 3 years, and he has been the principal for Jackson Elementary School for the past 3 years. Jackson was in an economically disadvantaged area, and its student population was 70% African American, 20% Hispanic, and 10% European American. There was a big effort at Jackson to raise the academic achievement levels of its students.

Will Brown: Will is a European American male that had over 25 years of experience in education. Will was a teacher for 5 years before becoming an assistant principal. He has been a principal in the district for 16 years at three different elementary schools. His current assignment is at Woods Elementary

School. Woods Elementary has a diverse population of students, but the majority of the students are European American. Woods has not been recognized by the state, and this did not seem to concern Will. He appeared to be content with the academic achievement of the students at Woods Elementary.

Rachel Trevino: Rachel is a Hispanic female. Rachel has been an educator for 28 years. She spent 17 years as a classroom teacher, 8 years as an assistant principal, and she has been the principal at Sanchez Elementary for the past 4 years. Sanchez has a student population that is over 70% Hispanic. Although Sanchez has not been recognized by the state for its academic achievement, it was making progress in raising the achievement levels of its students.

Mary Handy: Mary is an African American female that grew up in a segregated community in the southwest. She attended segregated schools as a child. Mary had over 29 years of experience as an educator. She taught in the classroom for 15 years, was a curriculum coordinator for 1 year, an assistant principal for 1 year, and she has spent the last 12 years as principal of Houston Elementary School. Houston Elementary is a Title 1 school with over 78% of the students being economically disadvantaged. Houston has been recognized for the academic achievement of its students for the past 2 years.

Mike Perez: Mike is a Hispanic male who has been in public education for 24 years. Mike was an elementary school teacher for 5 years, an elementary coordinator for 5 years and principal of Star Elementary Magnet School for 14 years. Mike said that he did not have to worry about his students' academic achievement because he got the very best student from all over the district. Star has been consistently recognized by the state for its students' academic achievement.

Liz Redd: Liz is a European American female that has been in the field of education for the past 21 years. Liz was a classroom teacher at the elementary level for 8 years. She spent 3 years as an assistant principal and for the 10 years she has

been the principal as Rice elementary school. Rice Elementary has a diverse student population with an equal distribution of African American, Hispanic, and European American students. Rice was recognized by the state for the academic achievement of its students.

APPENDIX G

Superintendents Profile

Bob Jones: Bob is an African American male. He was raised in a small town in the southwest, and attended segregated schools until his senior year of high school. He has over 26 years of experience in education. He spent 4 years as a classroom teacher, 3 years as an assistant principal, 5 years as a middle school principal and 6 years as an assistant superintendent. Bob had been a superintendent of schools for 8 years. Bob holds a doctoral degree. He credited his experiences in Universities where he was sometimes the only African American in class and his working with a diverse group of peers over the years for his ability to successfully lead a diverse school district. Bob was the first African American appointed to the position of superintendent in the districts history. The district demographics had changed over the years and there was a large increase in African American and Hispanic students. The district was also having budget problems when Bob took over. There was a budget shortfall of over 5,000,000.

Ray Rogers: Ray is an African American Male who grew up in a segregated community in a large city in the southwest. He attended segregated public schools as a child. He has over 23 years in the field of education. Ray was a classroom teacher for 4 years in the Midwest and 1 year in the Southwest. He was an assistant principal for 5 years and 2 years as a principal. He held various positions in a district central office in an urban area for 8 years. Ray was an assistant superintendent for 3 year in the same district that he was appointed superintendent. Ray credited his long history of working in diverse environments with African Americans, Hispanics, Anglos, and Asian peers with his ability to successfully lead a diverse school district. He has completed all of his course work on his doctoral degree, and is in the final stage of writing his dissertation. Ray was the first African American ever appointed as superintendent in West Independent School district. The demographics of the students in West Independent School district had changed over the years. Currently over 60% of the students are

children of color. The district was experiencing problems relating to the academic achievement of its students. Parents were actually taking their children out of the public schools in the district, and placing them in private schools.

Jim Smith: Jim is an African American male who grew up in a small segregated town, and as a child he attended segregated public schools. Jim said that he started to learn about diversity while attending college. He had all European instructors in undergraduate school. Jim credited his working in diverse environments to his ability to successfully lead a diverse school district. Jim holds a doctoral degree. His experience in public school education spans over 34 years. He became an assistant principal at the age of 26 at age 30 he became a principal. He went from being a principal to a superintendent of schools. Jim was the first African American appointed to superintendent in Ocean View Independent school district. When he took over as superintendent of Ocean View Independent School district, the district was experiencing numerous problems. The state was monitoring the board meeting. Students of color were consistently doing poorly on the state mandated standardized test. During Ray's tenure as superintendent in Ocean View, the achievement level of the students of color has improved greatly. The entire district has been recognized for the academic achievement of its students. Ray was recently selected as superintendent of the year by the state.

APPENDIX H

Figure 1. Chemers' Integrative Leadership Model

| <u>Category</u> | <u>Leadership Feature</u> | <u>Areas Analyzed</u> |
|--|--|---|
| Image Management | Projects an image that Meets the expectations of his followers | Legitimacy Trustworthiness Credibility |
| Relationship Development | Motivates followers to achieve organizational goals. | Motivational efforts Equity and Fairness Communications |
| Resource Utilization and Team Coordination and Deployment | Coordinate the use of the organizations' collective resource | Organizational Structure Leadership perspective |

Figure 2. Chemer's Integrative Leadership Model

| Findings | | | | |
|---|--|--|---|------------------------------------|
| <u>Category</u> | <u>Leadership Feature - Areas Analyzed -Principals of Color-European American principals</u> | | | |
| Image Management | Projects and image that meets the expectations of followers | Legitimacy | Pass successful experience as a leader and current position | Education |
| | | Trustworthiness | | Experience |
| Relationship Development | Motivate followers to achieve organizational goals | Motivational efforts | Creates a risk-free environment | Monetary rewards |
| | | | Ethnic kinship intrinsic rewards | |
| | | Equity and Fairness | Equitable and fair | Equitable and fair |
| Team coordination and deployment | collective resources efficiently | Communications | Two-way communications | Unclear about the vision |
| | | Structure | Effective organizational structure | Effective organizational structure |
| | | Leadership mode | Strong sense of togetherness | Strong sense of togetherness |
| | | Creates a relational orientation that promotes interpersonal cooperation | | |

APPENDIX I

Figure 3. Brickson's Identity Orientation Model

| <u>Category</u> | <u>Feature</u> |
|------------------------------------|--|
| Personal Identity orientation | Individuals are motivated by self-interest |
| | Individuals are concerned about their own welfare |
| | Interpersonal competition is prevalent |
| | Outcomes are compared with others |
| | Ambivalence is prevalent |
| | Individuals seek positive personal outcomes Relative to other individuals |
| Collective Identity orientation | individuals see themselves in terms of group membership |
| | Work is performed by distinct groups of individuals |
| | Performance is rewarded According group to Membership |
| | Minority group members are seen as undifferentiated |
| | Stereotyping is prevalent |
| | Potential for hostility and prejudice |

| | |
|------------------------------------|---|
| Relational Identity orientation | <p>leader creates an environment that promotes interpersonal cooperation</p> <p>Leader establishes dense and Integrated networks to create Relational partnerships</p> <p>Organizational members are seen as unique individuals</p> <p>High potential for empathy</p> <p>Discrimination is not likely</p> |
| Organizational Outcomes | <p>Leader establishes an organizational climate that creates greater satisfaction and commitment on the part followers</p> |

Figure 4. Identity Orientation ---Findings -Principals

| Category | Feature | Principals of Color | European American Principals |
|---------------------------------|---|---|--|
| Relational Identity orientation | Leader creates an environment that promotes interpersonal cooperation | Frequent meetings that includes principals and district staff members the reward system requires that everyone work together | Established a reward system that encourages everyone to work together Meetings where everyone has input vertical teaming that include k-12 |
| Organizational Outcomes | | Improvement in overall student achievement Greater job satisfaction and commitment | Improvement in student achievement |

Figure 5 Identity Orientations Findings-Superintendents

| <u>Category</u> | <u>Feature</u> | <u>Superintendents</u> |
|---------------------------------------|---|--|
| Relational Identity Orientation | Leader creates an environment that Promotes interpersonal cooperation | Meetings that includes everyone committees includes everyone Stresses the importance of togetherness Establishment of a reward system that requires everyone to work together Public recognition of accomplishments Create teaming that include K-12 campuses |
| Organizational outcomes | | Achievement levels of all students has increased Parents are enrolling students back into district schools |

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VITA

Nicholas Cormier Jr. was born in New Iberia, Louisiana on November 24, 1941. Attended Catholic School through the 6th grade. After graduating from J. B. Henderson High School in 1961, Nicholas enlisted in the United States Army in March of 1962. He served in the Army as a Non-Commissioned Officer for a period of six years. In 1969 he received an appointment to Warrant Officer in the United States Army Signal Corps, and in July 1982 he was promoted to Chief Warrant Officer Four, the highest rank available to a Warrant Officer. In June of 1988, Nicholas was selected to be the first Master Warrant Officer in the United States Army Signal Corps.

During the thirty years that he spent in the United States Army Nicholas had tours of duty at Fort Chaffee, Arkansas, Fort Gordon, Georgia, Fort Sill, Oklahoma, Fort Hood, Texas, Fort Rucker, Alabama, and Fort Sam Houston, Texas. His overseas assignments were in Seoul Korea, Korat Thailand, Vietnam, Berlin Germany, and The Republic of Panama. While in the Army Nicholas was able to earn a Bachelor of Arts Degree in Economics and Business Administration from

Park University, Parkville, Missouri. He also received a Masters Degree in Business Administration from Boston University, Boston, Massachusetts. After retiring from the Military, Nicholas received a Masters Degree in Education from Southwest Texas State University, San Marcos, Texas. He has administration certifications in Mid-Management (Principalship) and the Superintendency.

In the 1992 school year Nicholas became a middle school teacher and coach in the San Antonio Independent School District. He taught 6th, 7th and 8th grade emotionally disturbed, conduct disordered, and learning disabled students for six years before becoming an assistant principal in the Austin Independent School district. Nicholas has also taught as an adjunct professor for The University of Maryland, Nova University, City Colleges of Chicago, and he is currently an Adjunct professor for Park University.

In the summer of 2000, he joined 14 other students in the Executive Leadership Program at The University of Texas at Austin to pursue a doctoral degree in Educational Administration.

Permanent Address: 5105 Ponderosa Parkway, Austin, Texas 78727

This dissertation was typed by the author.