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Determining the Change Styles Preferences of Principals in South Carolina's Secondary Schools with a Background in the Fine Arts

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DETERMINING THE CHANGE STYLES PREFERENCES
OF PRINCIPALS IN SOUTH CAROLINA'S SECONDARY SCHOOLS WITH A
BACKGROUND IN THE FINE ARTS

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DEDICATION

This work is dedicated to my family and especially my mother and father who always encouraged me to excel in everything that I do. They have always supported me and have continued to give me the confidence to reach all of my goals. I especially appreciate my wife Audrey, my daughter Brianna, and my son, Sterling for their patience. They handled all of their necessities as I attended classes, completed assignments, and researched my topic. They also took care of me as I worked on this project. I hope to make it up to them for years to come.

I must also thank my wife for her continuous push to complete my work because she understood my capabilities. I appreciated the constant cheering of all of my supervisors who saw the potential in my abilities and continued to motivate me to finish my degree.

This dissertation represents years of hard work, commitment, and the support of a very loving and devoted family.

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I have learned a lot about this process and myself as I have completed this research.

ABSTRACT

Very little research has been published regarding the change style preferences and leadership styles of secondary principals in South Carolina who have a common background. The purpose of this mixed methods study was to identify the preferred change style preference of principals in South Carolina that have an arts background and the change style preferences of principals without an arts background. This study would also determine if these styles were the same or different. Quantitative data were gathered from online administration of the *Change Style Indicator (CSI)*, the South Carolina Department of Education, and the South Carolina Association of School Administrators websites. The *CSI* provided style preferences of participating principals based on a continuum of three designations; *conservers*, *pragmatist*, and *originator*. Interviews with eight secondary principals which included four with arts backgrounds and four without an arts background provided qualitative data. Four of these principals were scored *conservers* and four were *pragmatists*. Triangulation of data was achieved through the comparison of interview responses to actual scores designated by the online *CSI* report, comparison data of the four *conservers* and the four *pragmatists*, comparisons of interview data analysis, and mean scores for related questions and statements on the *CSI* for both sample groups of principals. The results of the research revealed that secondary principals with an arts background reported results that suggested a preference towards

the *conservator* while principals without an arts background reported results that suggested a preference towards the *pragmatist*. Interview results revealed that principals with an arts background had a different prediction of their preferred change style than what was revealed through their self-reported responses. Recommendations included conducting research using the elementary principals in the state in these two subgroups, and reproducing this research in other states. This information could be used to display the similarities and differences in the leadership styles of these two subgroups by revealing the expected behaviors associated with each identified style. This information could enable personnel directors to match the applicant to the school which could best benefit from the candidate's leadership styles, thereby creating a school climate that is conducive for long term academic success.

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Chapter One

INTRODUCTION

Superintendents across America have been charged with improving the effectiveness of schools as they work to meet federal and state accountability mandates. Many people believe the principal is the most influential factor in meeting these expected educational standards. This makes the selection of principals a very important component in the success of any school district. This prime function can be the key to job security and length of employment for a superintendent. . In their quest for academic excellence, superintendents diligently work to select compatible principals for each of their schools.

Many institutional biases exists in struggling schools and districts across America. Schools with a heavy percentage of minorities and impoverished students are susceptible to principal turnover. Student achievement also is a major factor in schools that have frequent principal vacancies. These issues have a direct impact on the academic success or failure of the children in these schools. These factors reveal a strong need for good principals that are able to create positive change when assigned to a new school. A principal that fits the needs of a school can provide hope for the advancement of an entire community. The value of selecting the right principals for school vacancies is vast and its impact can help all involved in education to make positive strides in student achievement.

Hoyle, Bjork, Collier, and Glass (2005) indicated that the average tenure of a superintendent today is three to five years. Hoyle et al. (2005) argued that one way that a superintendent can extend his tenure is to hire and retain effective principals. A superintendent must select and apply personnel recruitment, selection, development, and evaluative procedures that will staff his or her school with highly effective leaders (Hoyle, et al.). Boards of education expect superintendents to implement evaluations that are useful in improving school leadership (Hoyle, et al.) Hoyle, et al, also stated that superintendents must be able to match the compatibility of their school leaders to the individual institutions they will oversee. This expectation of executive level leaders is one of the most difficult, time-consuming, and emotionally draining issues superintendents face (Hoyle et al.).

In recent years, the personal backgrounds and personality traits of leaders have influenced the hiring of administrators in many school districts. One characteristic that some principals have in common is experiences in a fine arts discipline. Imagination is a major component of many art forms as painters create pictures on a canvas, musicians shape phrases and melodies to deliver a message and dancers shape motions and expressions to illustrate the themes of musical productions. Many scholars including Barrone (1998) and Kelehear (2006) have produced research exploring the arts-based approach for improving educational practice. In Kelehear's (2006) research, he explored the art of observing by discussing the characteristics of using an arts-based approach to facilitate instructional supervision.

One of the popular models for providing a framework relative to an arts influence on educational supervision is the Feldman Model (1995). This model produced a

structure for understanding the nuances of arts-based leadership and how it might impact improvement at particular schools. Given these characteristics and others related to individuals with arts-based backgrounds, it would be helpful to determine if certain leadership styles emerge from individuals with an arts background that make them more compatible for certain schools. To gauge the possibility that certain strengths may be identified in leaders with an arts background, a reliable instrument would need to be used to identify traits and behaviors of educational leaders.

The most recent efforts to assess the compatibility of principals for schools in South Carolina have been the results of the Program for Assisting Developing and Evaluating Principal Performance (PADEPP) evaluation system. This system was developed using the standards and expectations defined as the Interstate School Leaders Licensure Consortium (ISLLC) standards. The Interstate School Leaders Licensure Consortium's (ISLLC) standards provide a set of indicators for discussion regarding K-12 school leadership. These standards outline behaviors school leaders can use to pursue school improvement (Pitre & Smith, 2004). The ISLLC standards are used in many states as an evaluation tool for school leaders (Berkeley County, 2010).

Fullan (2001) stated that superintendents must understand change and the effect change has on their organizations to promote success in their schools. Berman (1981) and Rosenholtz (1989) stated that districts vary in approach to educational success and that the variation is associated with district leader conceptions of the change process. A review of the literature reveals that change is a relevant factor in improving educational institutions. Few studies have focused on the change styles of the principals who supervise schools. Missing from the literature is research that studies the change styles of

principals with specific backgrounds and whether this information could be useful to superintendents in the hiring process.

Throughout history, various instruments designed to rate the capacity of an individual to perform certain skills have been used to evaluate and match principals to a particular school. More recently self-assessments have focused on identifying individual strengths, personalities, and values that affect a principal's leadership style. One instrument that illustrates a closer look into this aspect of leadership style is the *Change Styles Indicator (CSI)*.

The *CSI* is one of the assessments designed to measure an individual's preferred style in approaching change and dealing with situations involving change. This inventory yields a score on a continuum ranging from a *conservator* to an *originator*. In between these scores is the *pragmatist* which occupies the middle ground in the aforementioned continuum. The three change styles present distinct preferences when approaching change (Banff Centre, 2011).

The *CSI* model can also serve as a tool to provide leaders with a process of discovering their unique style for dealing with change, discovering how their preferred style affects how others perceive them and realizing how their style influences their perception of others (Banff Centre, 2011). The instrument allows individuals to determine the "traps" in their style that can limit their flexibility and their leadership while identifying the advantages and strengths that their style offers in a team leadership effort (Musselwhite & Ingram, 2003).

While evaluations based on ISLLC standards focus on select behaviors that school leaders use to supervise schools in South Carolina, the *CSI* goes beyond standards-based evaluations by helping leaders improve teamwork, interpersonal communication and self-awareness. This style indicator helps a leader avoid conflicts and reduce dysfunctional meetings, includes more perspectives for solving problems, enables an organization's creativity, and increases collaboration in an organization through his or her awareness of their distinct leadership style (Banff Centre, 2011). Both the ISLCC standards and *CSI* instruments are leadership tools used to define leaders and assess their impact on their organizations.

Murphy (2005) theorized that early in the 20th century, educational leadership had very little to do with either education or leadership but focused on management and administration. His thought implied that school leadership over time is constructed on two foundations: concepts from management in the corporate sector and ideas borrowed from the behavioral sciences discussed at many of our universities. Both of these factors can be affected by the styles used by principals to direct change in an educational institution.

The *CSI* model was developed by Musselwhite in 1998 to help identify leadership preferences and reactions to situations concerning change. Musselwhite noted that when used in a group, the *CSI* can identify factors that can impact a group's or organization's readiness to deal with and sustain change in times of rapid change. By analyzing answers to twenty-two pairs of statements, the *CSI* identifies the change style preferences of individuals. The *CSI* model presents specific behaviors for the three categories of change styles. Conservers move slowly and embrace the past while acknowledging earlier

efforts of the organization. Originators act as change agents who look to experiment early and often. Pragmatists utilize aspects from both ends of the continuum. These leaders change from the middle by keeping what is successful while looking for opportunities to implement new initiatives. Sometimes the styles have sub categories identified by these titles slight conserver, strong conserver, slight originator, and strong originator.

Brown (2011) stated “Knowing one’s own change style allows individuals to work better when part of a team, create more effective work processes, make better decisions, and deliver more satisfactory results.” Likewise, understanding the change styles of others provides valuable insight into how best to gain their support and collaboration, which, in turn, enables leaders to better influence and guide others more effectively as stated by Musslewhite (1998). This information is helpful for superintendents who must select effective principals to supervise their schools. In larger districts, the superintendent has less direct involvement with specific staff development programs and other improvement initiatives; therefore, the school leader must be instrumental in developing his or her teachers (Hoyle, et al., 2005).

Statement of the Problem

Some school superintendents are faced with the difficult task of starting the school year with temporary principals (Carr, 2004). In South Carolina, the average principal is 48.2 years old (South Carolina Department of Education, 2009). During the 2008-2009 school year, 36% of principals in South Carolina’s 1,124 schools were eligible for retirement (STATE DEPARTMENT OF EDUCATION, 2008). A major problem for

school superintendents is that new principals are often not ready to assume a position of school leadership. Superintendents are experiencing increasing difficulties as they attempt to find qualified candidates for administrative vacancies. Though superintendents are generally satisfied with the individuals they eventually hire, they report that searches are becoming more difficult (Anderson, 2002).

A principal's perspective regarding instituting change in an organization can be a beneficial asset for superintendents trying to fill leadership vacancies. In South Carolina, many superintendents try to ensure leadership vacancies are matched to applicants with compatible styles of the schools and communities they will serve. The *CSI* model can offer insight to an administrator's attitude toward addressing change in a new organization. While little is known about the relationship between the change styles of principals with similar educational backgrounds, many successful principals share a background in the arts.

The arts influence on leadership is a research topic that has expanded in recent years as educators search for any advantage in meeting the demands of accountability for student achievement. Identifying the preferred change styles of principals with an arts background and comparing the styles with those without an arts background could have implications for the hiring practices by superintendents. Specifically, this mixed methods study addressed the following research questions:

1. Is there a preferred change style for secondary principals in South Carolina with an arts background?

2. Is there a difference between the preferred change style of secondary principals in South Carolina with an arts background and secondary principals in South Carolina without an arts background?

This mixed methods study will gather change style data to analyze similarities and differences in styles of secondary principals with arts backgrounds and principals without an arts background. This data will include continuum score, means, and gender breakdown of the participants in this study. The study will gather data after the quantitative analysis of results utilizing the Change Style Indicator (*CSI*). The research will then review the responses to identify preferred change style that exists in secondary principals in South Carolina who have an arts background and the preferred change style of those secondary principals who do not have an arts background. The study will document the differences between the two groups. Participants will be classified either as a *strong conserver*, *conserver*, *pragmatist*, *originator*, or *strong originator* to describe their preferred change style.

A comparison of the two groups of secondary principals will be conducted to assess further nuances associated with their differences or similarities related to their change style preference. This comparison will be completed by conducting individual interviews of four principals with an arts background and four principals with no arts background. These interviews will address the principals' prior learning, work-related experiences, and other factors that may impact their attitude regarding change. The sample groups for this research will include secondary principals who were in charge of public schools in South Carolina during the 2011-2013 school years. The first subset of the populations will be the principals who have a background in one of the fine arts to

include dance, band, orchestra, drama, and visual expression. The second subset will be principals in South Carolina who do not have a background in the fine arts.

This research will utilize quantitative and qualitative methods. These quantitative data will be used to identify the *CSI* style preference for secondary principals with arts backgrounds and the preference for secondary principals without an arts background. This quantitative data will also help determine any differences between these two groups of principals. The individual interviews that allow for questioning and discussion of attitudes and other factors that helped create these principals' change styles will provide qualitative data used to enhance the results.

Significance

Many studies have been conducted regarding educational leadership characteristics and styles of principals. A recent study by Palma (2004) analyzed the styles of elementary principals in North Carolina. The study was designed to address two issues: identifying the leadership practices of selected urban and rural elementary schools in North Carolina and investigating the relationship of leadership styles of these principals and the End of Grade (EOG) scores posted by the students in the selected schools during the 2002-2003 school term. The study promoted the idea that effective school leadership is crucial in producing powerful change. Palma's study suggested the possible existence of variables, regarding transformational, transactional, or laissez-faire leadership styles, which may impact test scores.

South Carolina has been consistently ranked in the lower half of the country regarding federal accountability measures. The retention rate of principals who struggle

to provide consistent change in achievement is tenuous in this state (STATE DEPARTMENT OF EDUCATION, 2008). Superintendents are under increasing pressure to ensure quality hires for numerous vacancies. .

The *CSI* has been used to gather information about the leadership behaviors of leaders in big businesses and other corporate America entities (Musselwhite & Ingram, 2003). *CSI* has not been extensively used in educational research regarding principal selection. This study increases the research regarding change style preferences of principals with an arts background. The study extends the research regarding the differences of change style of these administrators compared to secondary principal without an arts background. Focusing the research on a specific secondary principals' preferences may provide a correlation of change styles to principals with common backgrounds.

Federal mandates and the increasing role of the media in reporting student test scores have put principals under immense pressure to succeed in improving student achievement. Private school vouchers have been debated in legislatures across America. In one study, widely touted by advocates of private school vouchers, researcher Greene (2001) claimed that the threat of vouchers caused significant improvement in Florida public schools (People for American Way, 2013). The study compared the increase in performance of schools rated 'F' in 1999 on the state's *Florida Comprehensive Assessment Test (FCAT)* exams in response to the threat of state vouchers. Camilli and Buckley (2001) of Rutgers University, however, sighted flaws in Greene's study relative to the use of school-level statistics instead of student-level ones to quantify failure regarding student achievement (People for American Way, 2013). Critics also argued

that vouchers siphon money away from public schools, leaving a large underclass of students (Education Week, 2011). Effective leadership is a priority if public schools are to survive threats by the private sector's competition for school funding. Focusing on research that helps to improve principal selection may provide useful data for improving student achievement.

South Carolina has encountered the same issues involving the proposed voucher systems that are prevalent around the country. In recent years, The State newspaper (2009) a major South Carolina media outlet, has documented deep cuts to educational funding due to the federal economy. Over the last decade, per pupil funding in South Carolina has significantly trailed the national average (State Department of Education, 2011). The goal of South Carolina lawmakers is for South Carolina public schools to become the most improved educational systems over the next several years (The State, 2009).

This research may provide insights into the preferred change style of principals with arts backgrounds as compared to those without an arts background. This new awareness of preferred change styles may assist superintendents' placement of new leadership in principal vacancies. This awareness may also help these appointments be more compatible with individual school preferences. The recognition of certain change styles may help to facilitate a smoother transition for improved educational achievement by matching new leaders to schools which will be more accepting of their preferred change styles.

Delimitations

This study does not take into account the limited numbers of principals with a fine arts background (SCDE, 2013). The lower number of these arts-background principals may yield so many different leadership characteristics that commonality among the styles may be difficult to discern. The number of non-arts-based background principals may make it easier to discern commonalities among this group which could make any comparisons unparalleled.

This study also does not take into account those principals without a documented formal arts background, who have experiences in the arts as extra-curricular participation or a hobby. These principals' past involvement in the arts may have influenced their leadership styles. The study also does not take into account those principals who have studied arts-based leadership methods (Kelehear, 2006). Other forms of arts-based practices may have altered participants' leadership style over time, though they previously had no formal background in the arts. This may present similarities that are skewed by the training or pursuit of leadership aspects from the position of those in the fine arts (Feldman, 1995).

Definitions and Coding of Terms

The following definitions are provided to increase the understanding of the terms used in this study:

Arts background principal

The term arts background principal will be used to mean a principal in South Carolina who has a certification on his or her teaching credential in one of the fine arts areas to include dance, choral, visual and/or instrumental music.

Arts-based leadership

The term arts-based leadership will be used to refer to leadership styles exhibited by those principals in South Carolina with an arts-based background.

Change Style Preferences (CSI)

This term will be used to mean the reflection of one's personality and behaviors as it relates to approaches to change. The styles referenced in this study are determined by the administration of the Change Style Indicator.

Conserver

This term will be used to refer to the change style of an individual who prefers incremental change and tends to favor maintaining the current environment through the better use of resources (Musselwhite & Ingram, 2003)Hiring Process

This term will be used to refer to the process by which superintendents or selection committees pick new principals to oversee a particular school.

ISLLC Standards

The term ISLLC is an acronym that identified those standards developed and utilized to define different capabilities of school leaders by the Interstate School Leadership Licensure Consortium. This group of standards contains six focus areas.

Standard 1: Setting a widely shared vision for learning

Standard 2: Developing a school culture and instructional program conducive to student learning and staff professional growth

Standard 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment

Standard 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources

Standard 5: Acting with integrity, fairness, and in an ethical manner

Standard 6: Understanding, responding to, and influencing the political, social, legal, and cultural contexts

Originator:

This term refers to an individual who prefers a faster, more radical approach to change, though systemic transformations that target efficiency and effectiveness (Musselwhite & Ingram, 2003).

PADEPP (Program for Assisting, Developing & Evaluating Principal Performance)

The term PADEPP will be used to mean the present evaluation system used to identify strengths and weaknesses of principals in South Carolina with the intent of helping superintendents gauge the leadership compatibility of their principals.

Pragmatist

This term will be used to refer to the change style of an individual who prefers functional change, which will be most effective in a specific situation, determined through an objective analysis of the circumstances (Musselwhite & Ingram, 2003).

Principal with no arts background

The term arts background principal will be used to mean a principal in South Carolina who does not have a certification on his or her teaching credential in one of the fine arts areas to include dance, choral, visual and/or instrumental music.

Secondary Principals

The term secondary principal refers to principals in either middle or high schools in South Carolina

Superintendent

The superintendent is the chief executive officer of a school district. He or she is charged with the administrative leadership of all school, maintenance, and transportation personnel. Their primary responsibility is to provide vision, staffing, and operations that fulfill the goals and objectives of the local school district.

The conceptual framework of this study involves the discovery of the preferred leadership styles of principals with similar backgrounds. The framework presents a pictorial representation of the use of the Change Style Indicator to reveal the leadership preferences of principals with or without an arts background.

Conceptual Framework

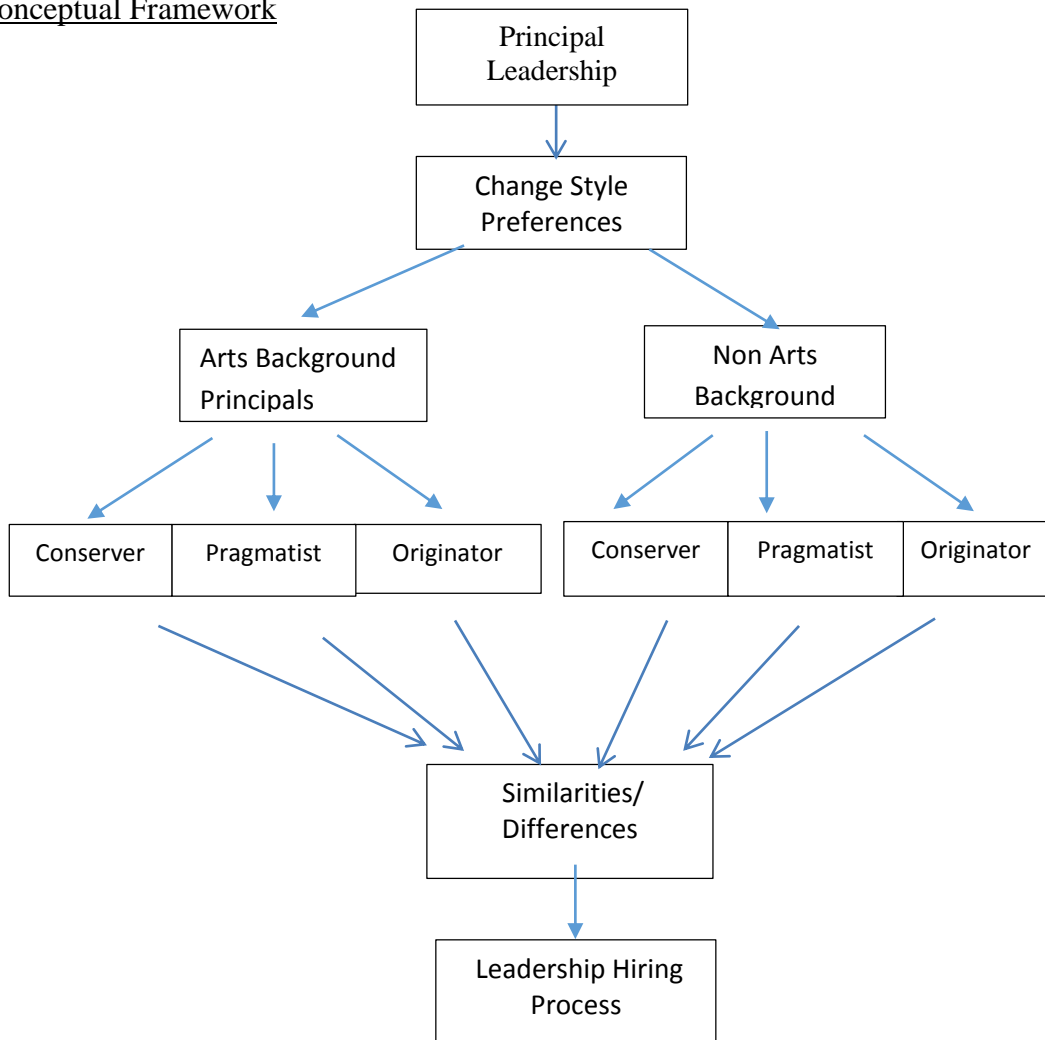


Figure 1.1 Conceptual Framework of Change Style Indicator Influence

Chapter Two

REVIEW OF RELATED LITERATURE

Standards for Principals

The developing demands of educational administrators have caused institutions, responsible for preparing school leaders, to develop new perspectives for effective leadership skills. Universities and alternative certification programs have come under scrutiny because a focus on school leadership has been injected into federal and state legislation. Over the last thirty years, educational organizations have worked to develop models and standards that prepare school administrators for effective leadership.

In the mid 1990's, a group was organized by the Council of Chief State School Officers (CCSSO) to develop assessments and standards to define school leaders. In 1994, the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP) and the National Policy Board for Educational Administration (NBEA) came together to form a consortium to develop standards to define and guide expected behaviors of school leaders (Kaplan, Nunnery, & Owings, 2005). This consortium became known as the Interstate School Leaders Licensure Consortium (ISLLC)

The ISLLC developed research-based standards that focused on the identified knowledge, dispositions, and performances that are important for effective school leadership (Bryant, Hessel, & Iserhagen, 2002). The principal's top priority for leadership is the learning that promotes academic success, and this premise served as the foundation for these standards.

The ISLLC standards fostered a movement away from a managerial emphasis, and redefined school leadership to reflect principals' roles that centered on enhancing teaching and learning to promote the success of all students. ISLLC's goal was to rebuild and re-culture school's leadership infrastructure to provide a more learning centered environment aimed at student success (Murphy & Shipman, 2002). According to Tannebaum (1997), ISLLC and the Educational Testing Service (ETS) worked together to develop a licensure test for beginning school principals. This test was primarily used to identify the candidates that possessed the skills and knowledge to be competent beginning level principals (Schmitt, 1995).

As principals deal more directly with student achievement, providing quality candidates to meet current and future district needs is becoming a great concern for school districts. Kaplan et al (2005) advocated the thought that the quantity of administrators is not the problem, however, the lack of quality candidates causes superintendents substantial stress. A report in Public Agenda (2001) found that although many experts predict a nationwide shortage of school administrators, not many superintendents found the number of candidates to be a major problem. The availability of quality candidates became the larger problem. Superintendents in large urban districts are more likely to experience an inadequate supply of principal applicants than those in

other areas (Public Agenda, 2001). Survey results from superintendents reported that 61% indicated they were experiencing a serious shortage of principals (Public Agenda, 2001).

According to Hessel and Holloway (2002), the ISSLC standards were designed to offer coherence and structure to the work of school administrators at all levels of the organization. These standards are focused on six core areas: developing a vision, building cultural and instructional growth procedures, ensuring effective management, building collaboration between all stakeholders to improve community support, ensuring ethical behavior, and understanding political, social and cultural contexts to promote educational success. These standards were used by the ISLLC and the Educational Testing Service (ETS) to design a leadership assessment. Schmitt (1995) inferred that an assessment would identify those candidates who possess the knowledge and skills believed to be important for competent, beginning level professional practice. Despite the reality that these standards are widely used, much debate exists about the accuracy of an instrument built on these standards to predict effective leadership ability for new administrators.

Accountability has put school performance under scrutiny by every media source. Superintendents are facing increasing pressures to select effective principals to lead schools. The low levels of academic progress being made in today's schools have led to numerous terminations of superintendents by impatient boards of education looking for sustainable success.

The present South Carolina evaluation standards for school leaders provide a very important instrument in superintendents' efforts to improve education. The instruments, designed with these ISLLC standards as a foundation, are used to prepare and select potential school leaders from among the available applicants interested in obtaining employment as a school leader. In South Carolina, specific legislation mandates that school districts utilize the Program for Assisting Developing and Evaluating Principal Performance (PADEPP) to facilitate principal development. PADEPP legislation articulates specific requirements for principal evaluations. After the selection of new principals, many superintendents utilize this evaluation instrument associated with these standards to determine if an interim principal will be allowed to continue as a school leader.

The PADEPP legislation involved the development and adoption of statewide performance standards for principals. It contained an annual evaluation of principals and a training program for principals receiving unsatisfactory rating. PADEPP was mandated for the purposes of assisting, developing, and evaluating principals. The South Carolina code of laws notes the requirement of this legislation for principal evaluation and development.

This legislation determined that the State Board of Education, through the State Department of Education, would adopt criteria and statewide performance standards which would serve as a foundation for all processes used for assisting, developing, and evaluating principals employed in the school districts of South Carolina. The State Department of Education developed regulations and the State Board of Education promulgated regulations for the evaluation of the performance of all principals based on

these criteria and standards. School districts used the standards and procedures adopted by the State Board of Education for the purpose of evaluating all principals at least once every three years. The State Department of Education ensured that the criteria and standards were valid and reliable and were appropriately administered.

Within this legislation, a principal evaluation was required to be documented in writing and a professional development plan was to be established based on the principal's strengths and weaknesses. Evaluators were required to consider the school's strategic plan for improvement when developing a plan to improve the principal's performance. Any principal whose performance on an evaluation was rated unsatisfactory must be evaluated again within one year. A satisfactory rating on the evaluation was one of several criteria for an overall performance evaluation of principals. The State Department of Education reviewed the implementation of the principal's evaluation system in all school districts for the purpose of providing technical assistance and to ensure that evaluations were appropriately administered.

ISLLC standards were published in 1996 by the CCSSO, but their usefulness for schools today is being questioned. Federal and state academic mandates are changing. With the inception of No Child Left Behind (NCLB), states were mandated to report on the academic performance of schools to the general public. Media received detailed information about student performance relative to geographic areas, school districts, and individual schools. Consequences, that included students being given the option of transferring to other schools because of poor school performance, brought fear to struggling communities trying to maintain the best for their children while preserving their schools. (The State Newspaper, 2013)

Given these new accountability arrangements, the role of the principal as an instructional leader has evolved moving away from an earlier focus of principal as manager. In the fall of 2001, South Carolina released the first school report cards in response to the NCLB mandate for annually reporting a school's performance. The ratings led to the examination of the academic performance of South Carolina schools by parents and eventually to numerous media outlets. The release of this information led to celebration by schools deemed excellent and fear by schools being identified as unsatisfactory. The public wanted explanations and accountability for poor student performance. Many observers pointed to leadership as the integral factor most responsible for school success or failure in South Carolina. Furthermore leadership preparation programs were investigated by television and print media outlets to research possible causes for the poor performance of many schools. Darling-Hammond, Lapointe, Meyerson, and Orr (2007) suggested that improving leadership preparation programs at the university level is complex and challenging yet critical to producing quality leaders who can meet the changing demands of the 21st century. The quality of school leadership became one of the most debated topics in the legislature and the media across this state.

The role of the school principal was defined over twenty years ago in the publication of *Leaders for America's Schools: The Report and Papers of the National Commission on Excellence in Educational Administration* (Griffiths, Stout, & Forsyth, 1988). This book criticized the traditional principal preparation program which emphasized theory, scientific research, and management and called for reforms in educational leadership programs. The ongoing debate about the indicators of an effective

principal continued into the middle 1990s and led to strategic actions by many educational organizations (Ballenger, Alford, McCune, & McCune, 2009). Ballenger, et al. reported that the National Elementary School Principals Association and the National Association of Secondary School Principals researched and identified new indicators for the preparation of the educational leaders.

Multiple guidelines for principal preparation started to emerge in the early 1990s (Jackson & Kelly, 2002). As schools focused more on the academic progress of students, calls for reform of leadership preparation programs in the areas of selection, content, and delivery were piloted (Barnett & Muse, 1993). Even with these proposed changes in educational leadership programs, Deal and Peterson (1994) implied that the complexity of school improvement requires multiple skills and cannot be confined to one prescribed approach. Greenfield (1993) promoted the idea that leadership programs must seek new models for administrative training, which needed to acknowledge responsibility, good judgment, and reflection as administrative competencies.

In response to a call for change in principal preparation programs, Hale and Moorman (2003) indicated that to be successful, efforts for improved preparation of school leaders must be grounded in the understanding that school leadership is multifaceted. Hale and Moorman (2003) asserted that new leadership training programs should include political and managerial experiences as well as instructional and general educational components. This assertion was related to the original recommendations presented by the National Commission on Excellence in Educational Administration. Greenfield (1993) noted that educational leader programs had once been dominated by a fact-driven model for decision making. At the time, Greenfield advocated that a more

fruitful training might be achieved through approaches that work with practicing administrators and aim to provide them deeper insights into the nature of their work.

CHANGE

Change in leadership expectations and approaches have prompted superintendents to consider other factors in addressing principal vacancies. Fullan (2002) asserted that principals who can handle a complex changing environment possess the skills to be successful. Ellsworth's (2001) discussion of Fullan's theories focused on the improvement of educational environments by human participants taking part in the change process. Fullan's framework contains guidelines for resisting, coping with, and leading change efforts from the student to the national government. This model has implications for the school leader. Ellsworth (2001) pointed out that Fullan's model helps the school leader deal with the implications of change for people or organizations and notes what different stakeholders can do to promote change that addresses their needs and priorities.

Fullan (1991) proposed in his model the four phases of the change process as initiation, implementation, continuation and outcome. Certain factors that affect the initiation phase have implications for school leadership. These factors are the existence and quality of innovations; access to innovations; advocacy for central administration; teacher advocacy; and external change agents. Fullan (1993) suggested that implementing change factors like these are directly affected by the style of leader and his or her behaviors in addressing them. The leader must have a moral purpose, must understand the meaning of operating on the edge of chaos, must understand emotional intelligence

and the anxiety provoked by it, and must comprehend the idea that no single solution is always right (Fullan, 1999).

Educational leadership styles are based on the understanding that certain characteristics, such as physical energy and social interaction, impact the manner that education is imparted (Rajeev, 2011). Rajeev suggested that effective leadership is about strengthening the performance of educational leaders and teachers to improve student achievement. Since leadership is a major component of change, certain styles of leaders should be recognized by superintendents and others charged with selecting new leaders for schools. Rajeev further stated there are three leadership styles in education that can be used individually or as a versatile combination. These styles are hierarchical, transformational, and facilitative.

Hierarchical leadership styles are based on the traditional method of education that emphasizes a top-down approach in which all courses of action are asserted and carried out with formal authority and has little scope for participatory analysis. Transformational styles are based on the concept of working together to install a mechanism that will not only reap immediate benefits but future ones too. Facilitative styles involve working with the entire management rather than being at the center with the goal of empowering the entire education system (Rajeev, 2011).

Knowledge regarding the style of prospective leaders can provide valuable information when considering the assignment of principals. Because no single style is always right, superintendents must try to match styles to situations that require certain leadership approaches and preferences. Every school might not require a leader with a

hierarchical leadership style. Some schools may require a person who utilized the characteristics of a transformational style while others may respond better to a leader who incorporated a facilitative style. This dilemma provided an incentive to discover the preferred style of different educational leaders during the interview process and prior to assigning them to certain schools. The end result could be affected by the accuracy of pairing a certain style to prospective vacancies.

New problems in public education have caused superintendents to change the processes used to select principals. These changes required new and evolving skills for the principals charged with leading these institutions. The focus of the ISLLC standards seemed to promote a series of behaviors that would work for a leader in a controlled educational setting. According to a report published in the National Association to Restore Pride in America's Capital (2002), emerging issues plaguing today's schools were student test scores, household poverty, family turmoil, and poor student engagement. Given these issues, the need for the administrator to be more of a social worker who could motivate and galvanize a community to become engaged in the school system may be a skill desired for sustained success.

Desired skills for today's principals focused more on the styles of leaders than learned educational competencies. Society's vision of leadership and the demand for new principals in public institutions was growing. Workforce projections indicated that school boards and superintendents would hire more principals in the immediate future than in past decades (Education Research, 2000). According to some estimates, 40% of the current principal workforce will retire by 2014 (Baltzell & Dentler, 1983; Educational Research Service, 2000; Hammond, Muffs, & Sciascia, 2001). Other researchers

contended that increased job stress and complexity would further accelerate retirement and attrition of the current principal workforce (Gates, Ringel, Santibañez, Ross, & Chung, 2003). Several studies suggested that urban and rural districts, particularly those with a poor track record of student achievement and high family poverty rates, were struggling to fill vacant school principal positions (Farkas, Johnson, & Foleno, 2001; The New Teacher Project, 2006; Olson, 2008).

As a result of the ISLLC standards, numerous assessment instruments have been developed to help with the selection and evaluation of principals. These instruments have taken the form of tests that ranged from written evaluations, to an assessment center evaluation, and eventually a year-long assessment of the new principal. The majority of these administrative tests, grounded in ISLLC standards, were influencing administrative selection and retention.

The new desired leadership styles of principals have altered today's hiring process by incorporating similarities with ISSLC standards yet introducing compatibility as a major component for success. Superintendents now selected from a new generation of principals who are older, more diverse, more professionally experienced, and more mobile than principals of 10 to 20 years ago (Gates et al., 2003). According to Gates, (2003), the new demographics of principal candidates only exacerbated existing challenges for many schools. The racial and ethnic composition of the school principal workforce did not reflect the diversity of most student or teaching populations. Only 18% of public school principals in the United States were considered racial or ethnic minorities and the average percentage has now increased from 48% to 50%. Less than 12% of new principals are 40 years or younger (Gates et al., 2003). The gap between

community desires and available candidates has widened making the selection process even more difficult.

According to one national survey, superintendents report that hiring new school principals was very challenging (Farkas, Johnson, Duffet, & Folero, 2001). Recent research suggested former principal validation instruments like the Praxis, and supervision examinations were not effective predictors of practice. Districts generally did not allot enough time or resources to make the appropriate match between local school/district leadership needs and candidates' demonstrated skills and abilities (Clifford, 2012).

The hiring process for new principals presented many challenges. New goals focused on promoting a match of leadership style to a community that would receive and endorse that style. Although many states now test prospective principals, the instruments were used as summative assessments of new principals' acquisition of certain skills. Their predictive power for principal job success remains unclear (Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K., 2004). The same idea was prevalent in the business sector where research suggested that the best trained candidates with the highest professional proficiency and certification examination scores sometimes failed in their attempts to lead organizations. Their leadership approaches and personality traits sometimes failed to move people to action. In contrast, candidates who do not appear strong on paper sometimes succeeded as leaders (Sessa, Kaiser, Taylor, & Campbell, 1998).

School district hiring processes presented a second challenge when selecting new school principals. Although school boards make final hiring decisions, hiring committees were responsible for ensuring the appropriate match between new school principals and local school/community culture. The involvements of the local hiring committees helped begin the process of leadership succession, which was essential in setting the tone for the new principal's administration (Fink & Brayman, 2006). Hiring committees, commonly comprised of central office personnel, teachers, classified staff, parents, and community members evaluated applicants and recommended principal candidates for hire (Muhlenbruck, 2001). Superintendents could further ensure the success of this process by presenting candidates to the committee that already had philosophical leadership styles desired and endorsed by the community to be served.

Currently no instrument has been designed that determined a perfect match between candidates and schools, but their candidates potential reactions to theoretical problems and situations can be identified by using style indicators. These instruments could catalog responses to examples and define how someone would likely address similar problems in the workplace. This information helped match a community's desires for a principal with a candidate with similar views on the culture and climate for a school. The success of new school leaders was contingent upon their endorsement by teachers, staff, and community members (Leithwood et al., 2004), so selecting new school principals should be a local effort that included stakeholders who understand school culture and direction. Given the changing landscape for principal selection, superintendents could benefit from an increased understanding of compatible styles between schools and their selected principals. This new standard for hiring principals

could help ensure the more successful transitions to new leadership within schools in their districts.

Arts-Based versus Non-Arts-based Leadership Perspectives

Arts-Based Perspectives

There have been few studies conducted that identify the leadership styles of principals in South Carolina having a fine arts background. There has also been no study to date that compared the leadership styles of the general population of principals in South Carolina or that distinguished those leaders' differences from those school principals with a fine arts background.

The manner by which decisions were made, and changes implemented, within a musical organization, may reflect on a principal's leadership style (Davidson, 2007). In an arts program, a director's decision-making style ranged from making decisions without any student input to setting parameters by which students had more decision-making opportunities (Rime, 2007). This style of leadership translated to all areas of fine arts because, with artists, these teachers were normally preparing students or themselves for a public production, exhibition, or competition for which they will be measured.

Some research has suggested that artists may learn styles of leadership in relation to their unique circumstances or necessity of preparing students for performances and competitions. This research suggests certain leadership styles may be learned and developed as a person spends more time in supervising a fine arts department or program. Researchers differ in their views about ways in which band directors and students acquire leadership abilities. Roberson (1985) noted that there have been theories that explain

leadership behaviors for band directors and other leaders of various art forms as being inborn. Others (Palen & Palen, 1995) contend that leadership behaviors may be learned.

Sutherland (2012) proposed in a recent study that the practice of, and research into, arts-based management and leadership development is situated within the realm of experiential learning. His theory suggests that participants involved in arts-based education learn by transforming aesthetic experiences to develop non-rational, non-logical capabilities and self-knowledge. This knowledge constitutes and cultivates experiential knowing, aesthetic awareness and, the soft issues of managing and leading. This theory has been gaining more attention over the past decade.

Taylor (2008) identified four key advantages of arts-based learning: they represent embodied forms of knowing or direct sensory experience; such experiences may be interpreted holistically rather than through logical, systematic processes; they encourage the creation of meaning related directly to personal experiences and arts-based experiences may have lasting impacts because they are enjoyable and shareable. Taylor (2008) asserts that engagement with the arts in developmental activities involves four interrelated processes: skills transfer which involves artistic skills useful in organizational settings, projective technique which reveals inner thoughts and feelings, illustration of essence interpreted to mean the revealing of silent knowledge and connections, and the creation of artistic products. These experiences can shape the leadership perspectives of people with this background.

Sutherland (2012) suggest that the relevance and usefulness of arts-based methods come from how they afford aesthetic, reflexive self-work and how they afford aesthetic

reflexivity through the creation of aesthetic workspaces. Throughout history, humans have used aesthetic artifacts and activities to create resonant spaces that impact living and working conditions. We furnish our private and public spaces with paintings, sculptures, photographs, music and more to make them more inhabitable, enjoyable and meaningful. These processes evidence the capacity of arts background leaders to design an aesthetic agency and create ways of influencing cognitive and emotional states by aesthetically modifying environments (Sutherland, 2012). These working environments can improve employee morale and motivation thereby strengthening their work effort and commitment.

Sutherland (2012) suggests that for management and leadership in education, the idea is not just that arts-based methods create memorable objects for aesthetic self-reflexivity, but that this work is focused on learning outcomes that inform management and leadership practice. Leaders with arts backgrounds develop this perspective as they leverage their experiences, through associative work, to think about management and leadership activities with and through their arts-based experiences. Sutherland (2012) proposed that this theoretical framework can be taken forward by educators as a tool with which to plan, carryout and evaluate arts-based methodologies in leadership. Using this theory, educators could focus on how to effectively optimize learning by aesthetically de-routinizing environments and identify ways to engage participants in memorable aesthetic reflexivity. This process would allow educational leaders to focus on discovering desirable learning outcomes for improved student success. This information may indicate the possibility that specific characteristics may be germane to those leaders who have either been band directors, choral directors or leaders in other fine arts areas.

Non-Arts-based Perspectives

Principal selections in the late 1990s focused on a defined approach to school leadership which emphasized the vision of the principal as an instructional leader. Principals were expected to be a leader, who was personable, understood human resources, established organization, and was able to promote a vision (Meador, 2013). These expectations defined the role of a principal, in the accountability era, relative to federal mandates for public schools. The perspectives of most principals are driven by the need to satisfy these expectations and to craft a leadership style that accentuates these ideals. Established qualities of effective principals involve providing instructional leadership; fostering positive school climate; providing human resource administration; establishing organizational management; providing quality communication relations; modeling professionalism; and providing a leading role in promoting student achievement (Stronge, Richard, and Catono, 2008).

Research has defined the aforementioned skills as qualities that most effective principals possess. By effectively identifying and carefully considering these attributes of quality leadership, superintendents can be better equipped to identify links between leadership processes and desirable school and student outcomes (Stronge et. al, 2008). These links can help superintendents gauge the quality of the relationships between the principal's performance and the community in which they work. The general perspectives of most principals per Stronge et. al, (2008), is that, beyond safety, the two most important responsibilities of new school leadership are promoting teaching and learning; and supporting teaching and learning for your staff. These ideals and behaviors help to craft a profile of the principal that will be successful in a school.

One established view is that there is a relationship between school leadership and climate, and the ideology that relationships have a major impact on school effectiveness (Marzano, Waters, and McNulty, 2005). A leader's personality style and reaction to everyday issues provide a major contribution to the employees' views of the work climate and atmosphere. Consequently, the effective school leader's role in fostering and sustaining a positive school climate often helps to ensure a smooth transition to a change in leadership, and therefore, is very important to the superintendent who must select these leaders. The ability of new school leaders to possess compatible leadership styles with the desires of a particular community help improve all facets of school culture and climate. This fact eventually helps to sustain success through multiple years (Stronge et. al, 2008). Relationships inherently help to promote success between school leaders and their communities. Compatibility is a key component of great relationships. The prevailing perspective of most school systems is that the role of school leader is to ensure that relationships are cultivated and promote focused and desirable outcomes (Fullan, 2001). Meta-analysis of school leadership by Marzano et. al, (2005) cite the building of professional relationships between school leaders and their staff as a crucial component to the success of a new administration. These perspectives on climate have driven the thought process behind the recent hiring practices for new leaders in today's schools.

Though ISLLC based evaluation instruments are used throughout the country to evaluate school leaders, theory implies that the use of a style indicator such as the Change Style Indicator, might be a more useful tool for predicting administrative success. Buchanan and Roberts (2000) indicate that, within the ISLLC evaluation model,

evaluators cannot be expected to observe administrators exhibiting all standards so evaluators rely on a documentation box to assess competency.

In contrast, a Change Style Indicator (*CSI*) provides specific information that can be used to identify a leader's style and his or her willingness to adapt. This fact may allow a leader to maximize the strengths and weaknesses of their identified leadership behaviors (Musselwhite and Ingram, 2000). The Change Style Indicator (*CSI*) is based solely on defining leadership preferences and the likes and dislikes of those leadership preferences, while not referring to any designated standards (Musselwhite and Ingram, 2000). The ISLLC instruments are based on specific school leader standards, and therefore are more easily transferable to the public which is adapting to the terminology of standards for students and schools (Buchanan and Roberts, 2000).

Pitre and Smith (2004) theorize that the ISLLC standards for leaders are based more on pre-established beliefs and norms than the organizational needs of schools. Utilizing the ISLLC process is not likely to provide the means for bringing the talents and skills of organizational members to school problems as researched by Pitre and Smith (2004). The *CSI* addresses this problem because of its ability to increase self-awareness (Rose, 2005). A key attribute in understanding others is to develop high self-awareness first. The *CSI* helps a leader in assessing his or her personal style when approaching change and dealing with situations involving change. This inventory helps place a leader on a continuum that would identify him or her as a conserver, originator, or pragmatist (Musselwhite and Ingram, 2000). This skill could impact the development of organizations by pairing compatibility of styles with a candidate's ability to perform behaviors related to pre-determined standards (Pitre and Smith, 2004).

Though the ISLLC evaluations and Change Style Indicator (*CSI*) vary in approach to identifying skills, they have a similar focus regarding school leadership. Their use allows executive level administrators to use quantifiable information to secure the best fit between a new administrator and a school community. With compatibility as a pre-requisite to leadership success, superintendents have started to look more carefully at a person who possesses administrative skills along with defined personality traits. Fullan (2001) suggests that the standards awareness focus of leadership in the 1990s is not powerful enough to accomplish large-scale, sustainable reform. Solid leadership must be established for schools to have sustained success. Fullan (2001) researched the idea of the common traits between new successful education leaders and the leaders of successful businesses. He found that in both of these areas these leaders shared a core set of action and mind sets. It remains to be seen if an awareness of a person's leadership style can offset leadership hires that go drastically wrong.

As educational leadership expectations have evolved over recent years, it is becoming more apparent that leadership styles and compatibility of new principals to perspective vacancies are important factors for success. This reality makes the awareness of one's leadership style an important description that can help districts to avoid potential disasters when they are trying to fill principal vacancies.

Chapter Three

RESEARCH AND DESIGN PROCEDURES

METHODOLOGY

Theoretical Framework

The primary theory supporting this study focused on utilizing an instrument to help improve the hiring practice of principals in South Carolina. The two independent variables in this study are secondary principals in South Carolina with an arts background and secondary principals in South Carolina without an arts background. An assumption can be inferred that those educators with arts backgrounds have faced similar experiences in their previous vocations prior to becoming educational administrators. Artists predominantly participate in activities that include selection, preparation, teaching, and rehearsing for performances. These aspects of art instruction help create a product that is subject to high accountability. Normally artistic displays are viewed by many persons to include those with and without an arts background. Even though viewers of an event are generally at different levels of understanding, the casual observer can discern if a presentation is good or bad which presents elevated accountability for the teacher. Arts performances usually provide opportunities to synthesize concepts to produce a major production or piece designed to please the observer.

Blumberg (1989) offers a theoretical concept of understanding that correlates a connection of an arts background and positive implications for supervision in his work *School Administration as a Craft*. Most artists are considered to have a craft or skill that they perform or execute for a myriad of reasons. Blumberg suggested that educators should look at the job of administration as a craft and what implications this analogy could have for leadership.

Many high school fine arts teachers often introduce students to concepts, provide instruction for performance, fine tune skills, and ultimately put on a show for critique and aesthetic pleasure. Recent research suggest that there exists a thought process that these skills have a direct correlations to attributes desired of good administrators. Kelehear (2006) suggested that many of our teachers have arts backgrounds that endear them to the challenges and processes they may have experienced as a student or in their everyday life. Kelehear (2006, p 71) stated that “if we fail to prepare supervisors of instruction with the tools, mechanisms, perspectives, and intellect for an enlarged understanding of teaching, we risk losing our very best teachers who yearn for a vocation that embraces their courage to do things differently.”

In an opposing viewpoint, one could infer that administrators that do not have an arts background view supervision more in a clinical mindset. These administrators emphasize the ability to critique, evaluate and assist teachers as important skills to successfully lead an organization. Instead of viewing leadership as an aesthetically pleasing opportunity, they view it as a regimented process to be completed. Oliva & Pawlas, (2004) stated that an aesthetic view of supervision would require a performance that is flawless and beyond the capacity or will of most teachers. Kelehear (2006)

countered this argument by suggesting that if we continue to supervise only in terms of inspection and data collection, we could detract the enthusiasm of teachers. These teachers possibly see their work as a craft or calling that should be explored and developed to its fullest potential which presents limitless possibilities for success.

Research investigated the idea that a defined leadership preference towards change may exist with secondary principals in South Carolina with an arts-based background. This theory suggested that information could be used to match leaders with these traits to jobs that would require their particular change style. The commonality of an arts background could yield similar perception regarding change and leadership styles. This may provide valuable information regarding the hiring process.

Structured questions were used during the qualitative portion of this research to gather ideas, insights and attitudes that have led to the similarities and differences identified by the administration of the *CSI*. The results could serve to validate the association of a particular background to the leadership style embraced by principals with a similar background such as the arts.

The purpose of this mixed methods study was to gather and assess change style data and analyze similarities and differences in styles of secondary principals with arts backgrounds and principals without an arts background. The study combined quantitative and qualitative research designs for a deeper understanding of relationships between principals with or without an arts backgrounds and their preferred leadership styles as it relates to change. It gathered qualitative data after the analysis of the *CSI* results. The study identified the preferred change style that exists with secondary principals in South

Carolina who have an arts background and the preferred change style of those secondary principals who do not have an arts background. A qualitative follow up was used to document the differences between the two sample groups. Participants were classified either as a *strong conserver*, *conserver*, *pragmatist*, *originator*, or *strong originator* for identifying their preferred change style. The study addressed the following questions:

1. Is there a preferred change style for secondary principals in South Carolina with an arts background?
2. Is there a difference in the preferred change style of secondary principals in South Carolina with an arts background and secondary principals in South Carolina without an arts background?

The following topics are addressed in this chapter: (1) a description of the instrument used in this research; (2) definition and coding of terms; (3) participation of principals; and (4) procedures used in the collection, evaluation, and analysis of data.

Instrumentation

Musselwhite's *Change Style Indicator (CSI)* was chosen to conduct this research after a review of relevant leadership instruments used to help identify styles. No studies using the *CSI* with principals with an arts background and a non-arts background were found during the review of the literature and recent research. The *CSI* was developed to help identify leadership preferences and reactions to situations concerning change.

Musselwhite (2003) noted that when used in a group, the *CSI* can identify factors that can impact a group's or organization's readiness to deal with change and sustain it in times of rapid change. Musselwhite (2003) stated many advantages of a better understanding of

approaches to change. The CSI has been used successfully with many business leaders. It identified an individual's approach to change, along a continuum, ranging from a *conservator* to *pragmatist* to an *originator*. Consulting projects in large businesses involving leadership training were used to help develop the *CSI* model and instrument.

The *CSI* uses participants' responses to specific questions to reveal their preferences for addressing change and, therefore, allows them to further explore their attitudes towards change. The items were developed from observations of various leaders involved in redesign activities that involve change processes for completion.

Though research indicates this instrument's heaviest use among businesses, it has also been used across many career categories including the military, manufacturing, and education (Musselwhite & Ingram, 2003). The identification of a leader's change style preference can be relevant for the hiring process. New principals usually are the singular addition to a leadership team that will guide an existing faculty through change to improve a school. Incompatible change styles can lead to emotional turmoil in the work environment. Using this instrument with principals can add to the knowledge regarding their change-based behaviors and the impact on school leadership.

Reliability of the *CSI*

An instrument that has reliabilities above .60 is considered good (Aiken, 1997). The original *CSI* instrument contained 30 items which were tested for internal reliability (Cronbach's Alpha). "The remaining items had item-to-total correlation coefficients ranging between .43 and .64. Cronbach's Alpha for the remaining 22 items was .91"

(Musselwhite & Ingram, 2003, pp. 5-8). Reliability refers to the extent in which the results are consistent over time and is an accurate representation of the population.

Validity of the CSI

Face validity refers to whether a test looks valid to the people taking it and to untrained colleagues. A test's face validity is determined by how closely the instrument, the scores and its explanations match the perceptions of the profile-taker and by whether the final result seems correct to the user. This was completed by having a small group of experts review the original 30 items. Furthermore, structured discussions, about the items, were held with a large number of respondents.

Concurrent validity is demonstrated where a test correlates well with a measure that has previously been used. The two measures may be for the same construct or for different but presumably related constructs. Musselwhite and Ingram (2003) detail the agreement between *CSI* score and paragraph description selection of each category by participants. Their overall agreement by subjects was 66%. An agreement between *CSI* score and paragraph description selection by colleagues of participants yielded a 56% overall agreement. For the two measures, misalignment most often occurs in the pragmatist category. Generally *conservers* and *originators* do not misclassify themselves (Melton, 2009).

Prior Research Using the CSI

Published research provides results from the use of the *CSI* with school leaders with an arts background and how change styles may affect the hiring process. In an era where compatibility for change is vital to reducing the emotional stress of new

leadership, little has been written to determine if awareness of a leader's change styles is similar within leaders of similar backgrounds. No research has been conducted to determine if this awareness can impact the hiring process for new principals (Melton, 2009).

Selected Principal Group

An invited group of secondary principals in South Carolina with an arts background and no arts background for the 2011-2013 school years were the subjects for this research. A selected group of South Carolina principals were invited to participate. This information was gathered by a published list of current principals from the South Carolina State Department of Education during the 2010-2013 school years. These principals will be selected from districts representing the midlands, Pee Dee, and coastal regions of South Carolina. The reasoning for inviting principals from these areas is that they contain more communities of high poverty for which struggles with student achievement and principal turnover in schools are constant challenges. The principals selected for the follow-up interviews was determined after the analysis of their CSI scores. Four arts-based background principals and four non-arts-based background principals were selected for individual interviews.

The principals that were selected for the interviews were chosen based upon their designation as either a conserver for the arts background group or pragmatist for the non-arts background group because these styles were the dominant designations determined by the research. The availability to be present for the interviews was also a factor in the selection of those principals who were interviewed.

Design

The following grid outlines the design of this study.

Table 3.1 Design grid for Research Study

Research Design				
Research Questions	Independent Variables	Dependent Variable	Data Source	Sample Groups
1. Is there a preferred change style for secondary principals in South Carolina with an arts background?	Principals with an arts background	Preferred Change Styles identified by the CSI.	Results of a Change Style Indicator	Select Secondary principals in South Carolina with an arts background in 2010-2013 school years?
2. Is there a difference between the preferred change style of secondary principals in South Carolina with an arts background and Secondary principals in South Carolina without an arts background?	Principals with an arts background Principals with no arts background	Preferred Change Styles identified by the CSI.	Results of a Change Style Indicator Individual Interviews' Results	Select Secondary principals in South Carolina without an arts background in the 2010-2013 school years?

This mixed methods study gathered change style data to analyze similarities and differences in styles of secondary principals with arts-based backgrounds and other secondary principals without an arts-based background. The study gathered qualitative data after the quantitative analysis of results utilizing the Change Style Indicator (*CSI*). The study identified preferred change styles that existed with secondary principals in South Carolina who have an arts background and the preferred change style of those

secondary principals who do not have an arts background. The study documented the differences between the two groups. Participants were classified either as a *strong conserver*, *conserver*, *pragmatist*, *originator*, or *strong originator* for describing their preferred change style.

A qualitative comparison of these two groups of secondary principals was conducted to assess further nuances associated with their differences or similarities related to the change style preference. This comparison was completed by conducting individual interviews of four principals with an arts background and four principals with no arts background. These interviews addressed the principals' prior learning, work-related experiences, and other factors that may impact their attitude regarding change. The participants included secondary principals who were in charge of public schools in South Carolina during the 2011-2013 school years. The first subset of the populations was the principals who have a background in one of the fine arts. The second subset was principals in South Carolina who do not have a background in the fine arts.

Two methods of analysis were used to address the research questions in this study. The quantitative data was used to identify the *CSI* style preference for secondary principals with arts backgrounds and the preference of secondary principals without an arts background. This quantitative data helped determine any differences between these two groups of principals.

The qualitative research component sought to understand social phenomena from the viewpoint of those being studied and is a more holistic examination of the research. Qualitative research is a type of research that seeks to answer why, where, what and how

of research questions through topical analysis. This type of study uses research methods such as interviews, notes, videos, photos and open-ended questionnaires. This type of research can further lay a foundation for the quantitative data discovered in a mixed methods study. Because the methods of qualitative research involve gathering information through the scripted results of interview, questionnaires, and videos then subsequently having to accurately transcribe that information, the method can be very time consuming. The qualitative components of this study sought to discover any underlying factors that may explain the results uncovered during the quantitative component of this research.

Superintendents are under pressure to select effective principals for their respective schools. High stakes testing and the threat of vouchers have put public education at the forefront of local and national media. Funding for education is strained, thus community support and approval is vital to the success of most public schools (STATE DEPARTMENT OF EDUCATION, 2008). With the growing number of principals expected to retire in the next five years, superintendents' job security can be directly related to their ability to select effective principals to oversee their schools.

In recent years, leaders' approaches to change have been directly related to their acceptance by a staff or community. Superintendents have been forced out of jobs in many cities because their behaviors towards change directly clashed with the school districts and communities they served (The Item, 2013). Boards have settled contract separations with superintendents in the midlands of South Carolina with the stated reason that this person was just not "the right fit" for our district (*The State*, 2013). Since principals are the CEOs of their school, they have a direct impact on the success of the

superintendent. Fullan (1993) stated that many facets relative to change can have an impact on successful leadership. An awareness of a leader's change style can provide knowledge for the hiring process. The *CSI* provides an identification of change style preferences. By administering the *CSI* to groups with a common background, further change style information can be gathered and reviewed for its possible impact on the hiring process.

Utilizing a quantitative and qualitative approach allowed the findings to go beyond a simple identification of preferred change style assigned to both groups. The qualitative follow up allowed further exploration of the findings to determine if there are differences in the change styles of these two groups. The dialogue of the interviews allowed for deeper understanding of the attitudes, experiences, and behaviors that may impact each group's respective change style preferences.

Data Collection

An email was sent and postal letter explaining the purpose of the research was mailed to all secondary principals in South Carolina. A description of the *CSI* and directions for the completion of the online instrument were included. An email with an activation link for the *CSI* assessment was sent to all potential participants. Principal data and background information, to include initial certification, was obtained from the South Carolina State Department of Education website, school/district websites, web pages, and personal biographies.

After collection and analysis of the quantitative data, personal interviews were set up with four principals with an arts background and four principals with no arts

backgrounds. Principals selected for the interviews were those with a definitive change style of a conserver, pragmatist or originator. The questions for the interview came from a prescribed self-originated list of questions, and were determined based on the results of the CSI assessment. Interviews were conducted via telephone or in person and were recorded for accuracy. Recordings were transcribed to a word document for analysis. All data was kept confidential.

Data Collection and Analysis

The CSI survey website generated individual scores and summary reports. Statistical analysis was used to assign a preferred change style to the group of participants with an arts background and the preferred change style to the participant group with no arts background. The steps for inputting the data were:

1. Group the two subgroups of principals.
2. Generate a spreadsheet of the identified change style for each principal
3. Determine the preferred change style for each group.
4. Identify 4 principals from each group to determine similarities and differences between the two groups to interview.
5. Transcribe and code all interviews for accuracy.
6. Send transcripts of the interviews to participants for correction, clarity, and additional information.
7. Compare quantitative and qualitative findings to ascertain a deeper understanding of each groups preferred change style.

Delimitations

This study does not take into account the limited number of principals with a fine arts background (SCDE, 2013). The limited number of arts background principals may yield so many different leadership characteristics that commonality among these styles may be hard to discern. The number of non-arts background principals may make it easier to discern commonalities among this group which could make comparisons uneven.

This study does not take into account those without a documented formal arts background but who still having experiences in the arts as extra-curricular participation or a hobby. These principals' past involvement in the arts may have influenced their leadership styles. The study also does not take into account those principals who have studied arts-based leadership methods (Kelehear, 2006). Other forms of arts-based practices may have altered participants' leadership style over time, though they previously had no formal background in the arts. This may present similarities that are skewed by the training or pursuit of leadership aspects from the position of those in the fine arts (Feldman, 1995).

Summary

This chapter presents an explanation of this mixed methods research that is designed to explore the preferred change styles exhibited by secondary principals in South Carolina with an arts background and those with no background in the arts. The two research questions were discussed and the interview process was detailed. The collection of data and the methods of analysis for each of the questions were outlined.

Chapter Four presents the results and Chapter Five discusses the analysis of quantitative and qualitative data and includes recommendations for future research.

Chapter Four

PRESENTATION AND ANALYSIS OF DATA

This chapter analyzes the findings regarding the preferred change style preferences of South Carolina principals with an arts-based background compared to the South Carolina principals without a background in the arts. The self-reported responses on the *Change Style Indicator (CSI)* were gathered via an email link to the instrument through the Discovery Learning website. Demographic data, providing the designation of selected principals as having an arts background or not, were gathered from the South Carolina Department of Education and South Carolina Association of School Administrators listings of secondary principals in South Carolina. Data were also gathered through interviews with eight principals representing both subgroups of this study. In February 2014, thirty secondary principals were identified to comprise the population of this study. These principals were selected from schools in urban and rural communities across South Carolina that experience challenges regarding student achievement because of poverty and other risk factors that significantly impact student success. Each of these principals received an electronic mail message inviting them to participate using the *Change Style Indicator*. Twenty-four of the 30 invited principals participated. In May 2014, eight principals, four with an arts background and four with no arts background, were selected for interviews.

The research questions addressed in this chapter are:

1. Is there a preferred change style for secondary principals in South Carolina with an arts background?
2. Is there a difference between the preferred change style of secondary principals in South Carolina with an arts background and secondary principals in South Carolina without an arts background?

Demographic Data

There are 506 public middle and high schools in South Carolina which are defined as secondary schools. The sample group of principals comes from 8 districts across the midlands and southern border of South Carolina. To better understand the sample group of principals, a comparison of the 30 invited principals, and the 24 participating subjects and their arts related backgrounds is provided. Table 1 compares the invited principals and the actual participants in this study. Of the 30 invited principals, 21 (70%) are male, and 9 (30%) are female. There are 18 (60%) African-American principals and 12 (40%) Caucasian principals. The response rate was 80%. Of the 24 principals who participated 15 (62.5%) are male and 9 (37.5%) are female; 17 (70.8) are African American and 7 (29.2%) are white.

Table 4.1

Demographic Comparison of Invited Principals and Participant Group of Principals

Demographic Data	All Invited South Carolina Principals		Participants	
	N	%	N	%
Male	21	(70%)	15	(62.5%)
Female	9	(30%)	9	(37.5%)
African-American	18	(60%)	17	(70.8%)
White	12	(40%)	7	(29.2%)

n = 30 for invited principals; n = 24 for group of principals who actually participated

Table 4.2 compares the principals with an arts background and principals without an arts backgrounds for the invited group and the participants.

Table 4.2

Comparison Data of Principals with Arts vs without an Arts Background

	Invited Principals Group		Participant Group	
	N	%	N	%
Arts Background Principals	9	(30%)	6	(24%)
Non Arts background Backgrounds Principals	21	(70%)	18	(75%)

n = 30 for invited principals for the study; n = 24 for actual participating principals for the study

Research Question One - Quantitative Results

Using the self-reported responses from the principals on the *CSI*, the following research question was addressed:

1. Is there a preferred change style for secondary principals in South Carolina with an arts background?

Based on the responses to statements on the *CSI*, percentages of principals with an arts background were calculated and analyzed to determine their preferred styles. The results, displayed in Table 4.3, indicated that the responding principals that have an arts background tend to be *conservers*, with a smaller percentage being *pragmatists* in their change style preferences. . Based on these respondents, 4 (67%) of the six respondents were identified as *conservers* and 2 (33%) of these respondents were identified as *pragmatists*. Both female respondents were identified as *conservers* while 2 (50%) of the males respondents were identified as *conservers* and 2(50%) of male respondents were identified as *pragmatists*. No respondents in the arts background sample subgroup of this study were identified as *originators*.

Table 4.3

Descriptive Statistics for Principals with an Arts Background-CSI

Change Style Categories	Participant Group	
	N	%
Conservator – strong/moderate	3	(50%)
Conservator – slight	1	(16.6%)
Pragmatists – conservator tendencies	1	(16.6%)
Pragmatist – true	1	(16.6%)

n = 6 for sample group of principals with an arts background

The range of scores for this subgroup was -18 to 2. The highest possible score on either side of the CSI continuum is 66. Within the general population, 50% score in the *pragmatist* category, which is the middle of the continuum with a score between -13 to 13 according to Musselwhite and Ingram (2003). The change style continuum, with all scores for this group plotted, is represented in Figure 4.1

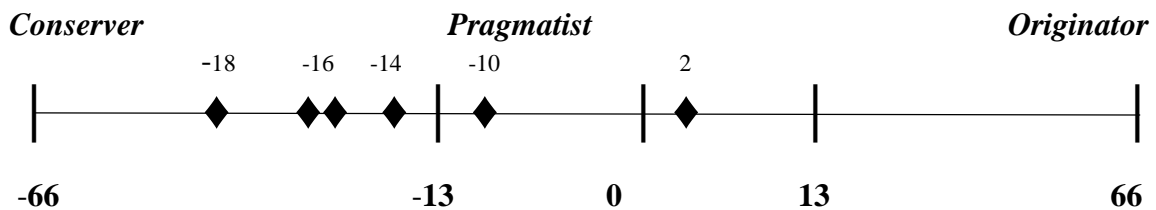


Figure 4.1 Change Style Continuum of Arts Background Principals

Responses indicated that the majority of principals in this subgroup score as *conservers* or *pragmatists* with *conserver tendencies*. The mean score of this sample of principals with an arts background was -12. This negative score reflects a definite bias toward the *conserver* tendencies for this sample group. The mean score of the responding female principals with an arts background was -17; the mean score of the responding male principals with an arts background was -9.5. According to Musselwhite and Ingram (2003) the mean score for females in their normed research was -1.10 and 2.96 for males.

Table 4.4 compares the mean scores of the sample group principals with an arts background with the general principal mean scores generated in the research of Musselwhite and Ingram's (2003). The *CSI* was given to businessmen, physicians and educators to assess the results across various occupations. The norm group of Musselwhite and Ingram's research for this study was comprised of educational leaders across the country who were assessed by the instrument previously. The mean of principals for the general population of leaders was 5.93 which placed this occupation in the *originator* direction.

Table 4.4

CSI Mean Score Comparison of Sample Art-Based Principals and General Principal Population

Normed Based Population	5.9
Sample of Arts-Based Principals	-12

Table 4.5 compares the *CSI* categories for the occupation of a principal as identified by Musselwhite and Ingram, 2003 and the sample group of principals with an arts background from this study. The results reflect a higher percentage of the sample group in the conserver category than for the general occupation of principal reflected in the research norms by Musselwhite and Ingram (2003).

Table 4.5

CSI Category by Occupation of General Principals vs Arts-Based Background Principals

	Conserver	Pragmatist	Originator
Norm Based Population	20%	37%	43%
Sample of Arts Background Principal	66.6%	33.3%	0%

The mean scores for each of the twenty-two paired statements on the *CSI* that was given to the arts background principals are provided in Table 6. A total of three points were distributed for each pair of statements on the inventory. Means of 1.75 or higher in either statement of a pair were determined to be important. Important differences are identified by an asterisk (*).

An item by item analysis revealed several patterns. The scores indicated that the respondents in this sample subgroup of arts background principals are deliberate, disciplined and organized. A strong preference for working on practical problems (question 4) and responding to situations in a measured way (question 22) were evident

as both were measured at a mean of 2.33. They preferred to follow the book (question 6), have written instructions (question 21), work on practical problems (question 4), and try practical solutions (question 7). These arts background principals generally ascribe to the behaviors and values in questions 9, 10, and 12 -- they produce few relevant and proven ideas, believe policies should be followed and abide by the rules. Questions 13, 15, and 14 reflect these principals explain their desired comfort level for dealing with issues, and their method for attacking problems by seeking similarities from the past, doing things in a familiar way, and completing projects in a step-by-step fashion. The processes of responding to situations and being dedicated to completing goals by this subgroup are evident in their responses for questions 16, and 22. They follow projects to the end and respond to situations in a measured way.

Table 4.6

CSI Mean Paired Scores for Paired Statements of Sampled Principals with an Arts Background

	Mean Scores
1. I am a good at generating new ideas.	1.33
I am good at building upon existing ideas.	1.67
2. I become bored easily with routine tasks.	1.5
I can perform long derailed tasks without boredom	1.5
3. I am good with details.	1.5
I can see the big picture.	1.5
4. I like to work on practical problems.	*2.33
I like to work on theoretical problems.	.67
5. I value originality.	1.5
I value predictability.	1.5
6. I prefer to follow the book.	*1.83
I prefer to make it up as I go along.	1.17

7.	I like to try out new and untried solutions	1.17
	I like to try practical solutions.	*1.83
8.	I prefer to work on one project at a time.	1.5
	I prefer to work on several projects simultaneously.	1.5
9.	I produce many ideas, some of which may be unworkable.	1
	I produce a few relevant and proven ideas.	*2
10.	I believe policies should be challenged	1
	I believe policies should be followed.	*2
11.	I promote harmony in groups.	1.5
	I promote the sharing of different opinions in groups.	1.5
12.	I bend the rules.	1
	I abide by the rules.	*2
13.	I seek familiarity	1.17
	I seek adventure	*1.83
14.	I complete projects in a roundabout way.	.5
	I complete projects in a step-by-step fashion.	*2.5
15.	I like doing things in a familiar way.	*1.83
	I like doing things differently each time.	1.17
16.	I like to hand off a project once I know it can be done.	1.17
	I like to follow a project through to the end.	*1.83
17.	I prefer creating something new.	1.33
	I prefer improving upon something that already exists.	1.67
18.	I appreciate tradition.	1.5
	I appreciate change.	1.5
19.	I like to working on cutting-edge issues.	1.67
	I like working on relevant day-to-day issues.	1.33
20.	I make decisions based on actual fact.	1.67
	I make decisions based on my intuition.	1.33
21.	I prefer written instructions.	*2
	I prefer picture instructions.	1

22. I respond to situations in a measured way.	*2.33
I respond to situations spontaneously.	.67

Research Question Two-Quantitative Results

Using the self-reported responses from the principals on the *CSI*, the following research question was addressed.

2. Is there a difference between the preferred change style of secondary principals in South Carolina with an arts background and secondary principals in South Carolina without an arts background?

Based on the responses to statements on the *CSI*, percentages of principals without an arts background were calculated and analyzed to determine each of their preferred styles. The results displayed in Table 4.7, indicated that the majority of responding principals without an arts background tend to be *pragmatists*, with a smaller percentage being *conservers*. Two of the responding principals without an arts background scored in the *originator* category. Eighteen principals of this subgroup responded to the request to participate in this study. Based on these respondents, 11 (61%) of the eighteen respondents were identified as *pragmatists*, 5 (28%) of these respondents were identified as *conservers* and 2 (11%) were identified as *originators*. Within the respondents without an arts background, 7 (39%) were female and 11(61%) were male. Of the female respondents in this sample subgroup 4 (57%) were identified as *pragmatists*, 2 (29%) were identified as *conservers*, and 1 (14%) was identified as an *originator*. Of the males respondents in this sample without an arts background, 7 (64%)

were identified as *pragmatists*, 3 (27%) were identified as *conservers*, and 1(9%) was identified as an *originator*.

Table 4.7

Descriptive Statistics for Principals without an Arts Background-CSI

Change Style Categories	Participant Group	
	N	%
Conservator – strong/moderate	4	(22.2%)
Conservator – slight	1	(5.5%)
Pragmatists – conservator tendencies	5	(27.7%)
Pragmatist – True	4	(22.2%)
Pragmatist - originator tendencies	2	(11.1%)
Originator- slight	0	(0.00%)
Originator –strong/moderate	2	(11.1%)

The range of scores for this sample of respondents was -24 to 26. As previously noted, the highest possible score on either side of the CSI continuum is 66. In the general population, 50% score in the pragmatist category, which is the middle of the continuum with a score between -13 to 13 according to Musselwhite and Ingram (2003). The change style continuum, with all scores for this group plotted, is represented in Figure 2.

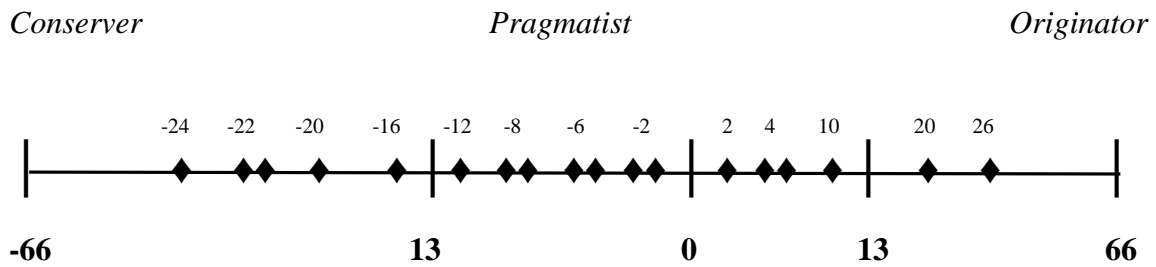


Figure 4.2 Change Style Continuum of Non Arts Background Principals

The subgroup of responding principals without an arts background consisted of 11 males and 7 females. Responses indicated that the majority of these principals, score as *pragmatists*. The total mean score of this sample of principals without an arts background was -5.33. This score reflects a definitive preference toward the *pragmatist* tendencies by this sample group. The mean score of the responding female principals without an arts background was -8; the mean score of the responding male principals without an arts background was -3.64. According to Musselwhite and Ingram (2003) the mean score for females in their normed research was -1.10 and 2.96 for males.

Table 4.8 compares the mean scores of the sample group principals without an arts background with the general principal mean scores generated in the research of Musselwhite and Ingram (2003). The mean of principals as an occupation was 5.93, according to the research of Musselwhite and Ingram (2003) which placed this occupation in the *pragmatist* category, leaning toward the slight *originator* preference.

Table 4.8

CSI Mean Score Comparison of Sample Non Arts Background Principals and General Principal Population

General Principal Population	5.9
Sample of Arts Background Principals	5.33

Table 4.9 compares the *CSI* categories for the occupation of a principal as identified by Musselwhite and Ingram, the sample group of principals without an arts background. The results reflect a higher percentage of the sample group in the *pragmatist* category relative to the research for the general occupation of principal reflected in the research by Musselwhite and Ingram (2003).

Table 4.9

CSI Category by Occupation of General Principals vs Principals without an Arts Background

	Conservator	Pragmatist	Originator
General Population Principal	20%	37%	43%
Non Arts Background Principals	27.8%	61.1%	11.1%

An item by item analysis revealed several patterns. The scores indicated that the respondents in this sample of principals without an arts background are flexible,

adaptable and build harmonious cultures. They preferred to build upon existing ideas (question 1), work on practical problems (question 4), and see the big picture (question 3). This factor reveals that these principals prefer growing existing ideas instead of just facilitating repetition of existing practices. These principals generally ascribe to the behaviors and values in questions 2, 5, 21, and 14 – they are bored easily with routine tasks, value practicality, prefer written instructions and complete projects in a step-by-step fashion. This shows that this group of principals is not interested in maintaining the status quo. They like to try new things while using structure to accomplish these new tasks. Question 15 reflects these principals desired comfort level for dealing with issues, and their method for attacking problems by revealing the desire to do things in a familiar way. This fact shows that, even though this group likes to explore new innovations, they like to keep familiar processes when attempting these new ideas. This subgroup's desire to engage in interesting issues yet have a structured method for dealing with those issues is exhibited in questions 19 and 20. They like working on cutting edge issues but like to make decisions based on actual fact. The mean scores for the sample group of principals without an arts background for each of the twenty-two statement pairs are provided in Table 10. With a mean of 1.5 for each statement, a total of three points was distributed for each pair of statements on the inventory. Means of 1.75 in either statement of a pair were determined to be important. Important statements are notated with an asterisk (*). A big difference was noted in this group's preference to complete projects in a step by step fashion (question 14) with a mean of 2.06 and deal with these issues in a measured way (question 22) with a mean of 2.09.

Table 4.10

CSI Mean Paired Scores for Statements of Sampled Principals without an arts background

	Mean Scores
1. I am a good at generating new ideas.	1.25
I am good at building upon existing ideas.	*1.75
2. I become bored easily with routine tasks.	*1.78
I can perform long derailed tasks without boredom	1.22
3. I am good with details.	1.18
I can see the big picture.	*1.82
4. I like to work on practical problems.	*1.93
I like to work on theoretical problems.	1.07
5. I value originality.	*1.78
I value predictability.	1.22
6. I prefer to follow the book.	1.71
I prefer to make it up as I go along.	1.29
7. I like to try out new and untried solutions	1.49
I like to try practical solutions.	1.51
8. I prefer to work on one project at a time.	1.46
I prefer to work on several projects simultaneously.	1.54
9. I produce many ideas, some of which may be unworkable.	1.32
I produce a few relevant and proven ideas.	1.68
10. I believe policies should be challenged	1.16
I believe policies should be followed.	*1.84
11. I promote harmony in groups.	1.62
I promote the sharing of different opinions in groups.	1.38
12. I bend the rules.	1.2
I abide by the rules.	*1.8
13. I seek familiarity	1.49
I seek adventure	1.51

14. I complete projects in a roundabout way.	.94
I complete projects in a step-by-step fashion.	*2.06
15. I like doing things in a familiar way.	*1.91
I like doing things differently each time.	1.09
16. I like to hand off a project once I know it can be done.	1.45
I like to follow a project through to the end.	1.55
17. I prefer creating something new.	1.33
I prefer improving upon something that already exists.	.67
18. I appreciate tradition.	1.58
I appreciate change.	1.42
19. I like to working on cutting-edge issues.	1.83
I like working on relevant day-to-day issues.	1.17
20. I make decisions based on actual fact.	1.91
I make decisions based on my intuition.	1.09
21. I prefer written instructions.	1.96
I prefer picture instructions.	1.04
22. I respond to situations in a measured way.	2.09
I respond to situations spontaneously.	.91

When comparing the preferred *CSI* results of the responses from the sample group of principals with an arts background and the responses from the sample group of principals without an arts background, preferred styles were evident. With a mean of -12 and 66% of responding principals with an arts background self-identified as conservers on the continuum, the results indicate that *conservator* was the preferred *CSI* style for non-arts principals. With a mean of -5.53 and 61% of responding principals without an arts background considered to be *pragmatists* on the continuum, the results display that *pragmatist* was the preferred *CSI* style of this sample. Table 4.11 presents the results

from both sample groups of principals and the preferred change style for each group.

This table directly addresses research question number 2.

Table 4.11

Comparison of Change Style designations for arts background Principals
Sample vs. non arts background Principals Sample

	Conserver	Pragmatist	Originator	Mean Score
Arts-Background Principals	67%	33%	0%	12
Non-Arts-Background Principals	27.8%	61.1%	11.1%	5.53

Analysis of these results of the two subgroups reveals that a difference does exist for the preference of principals with an arts background and principals without an arts background. Principals with an arts background trend to the designation of a conserver on the CSI continuum whereas principals without a background in the arts tend to trend to the pragmatist designation on the same continuum.

Research Question Two- Qualitative Follow Up

Eight principals were selected for interviews to provide qualitative findings regarding the change style preferences of each group. These principals were chosen from

the respondents based on their centralized score in either the *conservator* or *pragmatist* area of the continuum. Four principals with an arts background and four principals without an arts background from within the respondents were chosen for these interviews. Four were conservators from the arts background respondents and four were pragmatists from the non-arts background respondents. They were selected by their identifying scores, representing an even distribution of art-background and non-arts background respondents. These respondents were chosen because of their self-identified scores representing the dominant *CSI* classification of their subgroups. Of these eight principals, four were males and four were female. Seven were African American and one was White.

Analysis of the interview data parallels the conceptual framework presented on page 24 and revealed ideals consistent with the literature on change regarding 1) arts background experiences 2) non arts background experiences, 3) leadership styles, and 4) change style preferences. Triangulation of data was accomplished by comparing interview responses and identified change style preference reported through their *CSI* responses. Data comparison of interview responses of the four arts-background principals and four non-arts-background principals were conducted. This information was also compared with the means established by each subgroup of the entire invited participants. This triangulation allowed the researcher to connect interview responses with the outcome of this *CSI* category for each subgroup. This triangulation helped improve the understanding of the differences and similarities of principals with an arts background and principals without an arts background regarding their change style preferences.

Similarities among the interviewed principals were apparent within both subgroups. The *pragmatist* principals from the non-arts-background group spoke of their use of past experiences as a teacher or an assistant administrator to adapt to and solve current issues. One interviewee stated, “certain things I do as a principal were developed from my experiences as a math teacher.” The *conservator* principals from the arts-background principal group spoke of past experiences, often referencing the preparation for student performances in the arts, to correlate to decisions they made as a principal. Both sets of principals referenced having an overall vision for success that affects the choices they make. One interviewee with an arts-background stated, “I always set yearly goals for my chorus based on competitions and expected growth in quality.” She stated, “my habit of developing a yearly vision influenced me to develop the same type of yearly visions for my school as a principal.” Both the arts background and non-arts background principals felt that experiences they encountered as teachers validated the choices they made in terms of the questions. Both groups felt that preferences on leadership were influenced by the goals and expectations of the district. Two non-arts background principals, who have worked in the same district for over five years, noted that they were hesitant to make bold changes because the district did not encourage that type of innovation.

Some differences existed between the two types of principals as it related to theoretical concepts for leadership. The arts background principals felt that they knew how to achieve a goal on time and to provide for a stable organizational structure. One *conservator* principal from the arts background group referenced her time as a choral director. She stated that she felt comfortable preparing a school to handle a project

because she was accustomed to preparing her choir for performances on a weekly basis. She stated that she used her procedures for organizing her former chorus to serve as a template for preparing her staff for major decisions. Another *conservator* principal with an arts background also stated that his time as a band director influenced his leadership style. He stated that he often dealt with school issues and parents as he did with band students and booster clubs. All conservators from the arts background groups felt they set certain procedures and routines for their school and they stick to them consistently. They referenced their time as leaders of their band and chorus and the routines necessary to be successful. They stated that these experiences shaped their answers. Many of the arts background principals interviewed were shocked that they were not scored as *originators*. They felt their creative philosophies would have put them in that category. They saw themselves as innovators because of the creative talents they felt they possessed regarding their arts experiences. They did not like the fact that they were not seen as risk takers.

In contrast, the *pragmatist* principals from the non-arts background group saw themselves as leaders who brought staffs together. One non-arts principal stated his decisions are often derived from the perceptions and needs of his faculty. He stated that he focuses on being flexible, and that his decisions may change based on the view of his faculty. These *pragmatists*, representing the non-arts background principals, felt that they would be in that category because they are always concerned with the desires of their faculty and all decisions are made by a collaboration of their staff's discussions. One non arts background principal stated that he was a regular classroom teacher those experiences helped shape his attitudes toward most of the questions he encountered on

the *CSI*. This *pragmatist* principal stated that he spent 10 years as an assistant principal and his decisions and many of his views were derivatives of the former principal he worked under. He stated that he was always the assistant principal that faculty members complained to when they were unhappy with some of the leadership decisions. These experiences caused him to focus on always cultivating cooperation among staff instead of demanding it. His views on team building were consistent with some of the strong preferences of a *pragmatist* on the *CSI* continuum.

Another non-arts background *pragmatist* respondent was a physical education teacher as a classroom instructor. He stated that he combined aspects of athletic teamwork and assessing student potential to correlate to his style as an administrator. He stated that his desire to be accepted as an academic force caused him to focus on curriculum as an administrator. He did not feel that his time as a physical education teacher would be respected and thus he always strived to make practical decisions to garner respect from his staff. This view presented a similarity with the *conservers* principals from the art-background subgroup. Both *conservers* felt that they had to achieve respect from other core content teachers upon reaching the position of principal. This perceived lack of confidence influenced the decisions they made as a leader.

Interviews revealed that the arts background principals somehow felt there would be a strong correlation between the *originator* characteristics and the creative ideas they had to develop as fine arts teachers. After discussing some of the characteristics of the *conservers*, they became aware that their years of organizing performances and practices gave them strong opinions on how tasks should be completed. These strong opinions caused both *conservers* principals to have preferred methods of completing tasks based on

experiences they shared with their performing groups. These attitudes influenced both of these *conservers* to hold to traditions because they felt they would always work. These *conservers* believed they were successful as a choir director and band director; thus consistent actions and behavior would bring success in their schools. These beliefs influenced their answers on the *CSI* and are elements that characterize *conservers* on the continuum.

The results of interviews revealed an attitude of hierarchical styles, as referenced in the change section of the literature review of leadership by the *conservers*. The interviews revealed that the *conserver* principals, who were both artistic directors, were more used to being in sole control of their choir and band. They facilitated those groups with more of a top down approach. These attitudes influenced their responses and correlated with the characteristics of a *conserver* on the *CSI* continuum. In contrast, the *pragmatists*' experiences did not offer them the chance to be the sole decision maker over an organization as classroom teachers. Their experiences allowed them to be only a part of a team or department as they began their career. They used their participatory actions as a teacher to shape their leadership style; thus they work harder at building teamwork through a harmonious environment. This characteristic is an indicator of a true *pragmatist* on the *CSI* continuum.

Summary of Findings

This chapter outlines and analyzes the data gathered to address two research questions presented in Chapter One. The major findings were:

1. The change style preferences of South Carolina secondary principals with a background in the arts ranged from *strong conserver* to *true pragmatist*, with most principals in the sample scoring in the *conserver* category and the remaining principals scoring in the *pragmatist* category. Male and female principals in this sample, with the arts background, scored in the *conserver* category, but only males with an arts background scored in the *pragmatist* category.
2. The change style preferences of South Carolina secondary principals without a background in the arts ranged from *moderate conserver* to *strong originator*, with most principals in the sample scoring in the *pragmatist* category. Male and female principals in this sample, with the arts background, scored in the *conserver* category, but only males with an arts background score in the *pragmatist* category.
3. For this sample of responding secondary principals in South Carolina with an arts background, the preferred change style preference trends to the *conserver* category with an overall average mean score for the sample of -12
4. For this sample of responding secondary principals in South Carolina without an arts background, the preferred change style preference trends to the *pragmatist* category with an overall average mean score for the sample of -5.53

5. Interviews conducted with four principals, two *conservers* from principals with an arts background and two *pragmatists* from principals without an arts background, indicated that both groups had similarities in their perceptions of leadership that influenced their change style preference. Both samples revealed that their leadership styles were influenced by past experiences in the classroom and at lower administrative levels prior to becoming a principal. Both samples revealed that a commitment to an overall vision helped to influence their decisions in response to many of the questions on the *CSI*.
6. Interviews revealed a distinctive difference between the *conservers* of the sample of principals with an arts background, and the *pragmatists* of the sample of principals without an arts background. *Conservers*, of the arts-background principal sample, noted a strong background of using autocratic leadership practices. These behaviors were by-products of their experiences of leading their arts related organizations to include choruses, bands, and dance groups. *Pragmatists*, of the non-arts background principal sample, noted a strong background in practicing participatory leadership behaviors based on their experiences as regular content teachers within a department.
7. The interviews revealed that *conservers*, in the arts background principal sample, were not aware of their preferred style category because both principals felt they would be in the *originator* category prior to taking the inventory. In contrast, the interview revealed that *pragmatists*, in the non-arts background sample, were aware of their preferred style category because both

principals felt that they would be in the *pragmatist* category prior to taking the inventory.

8. Referencing the characteristics of each category on the continuum and interview responses, the interviews revealed the CSI score was an accurate reflection of the change style preferences of secondary principals in South Carolina with an arts background and secondary principals in South Carolina without an arts background. The comparison of CSI categories of secondary principals with an arts background versus secondary principals without an arts background in South Carolina revealed that they have different preferred change style preferences.

Chapter Four discussed the analysis of data collected for this study.

Chapter Five reviews the purpose of the research, examines the findings and offers conclusions and recommendations.

Chapter Five

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

“The facts are always friendly. Every bit of evidence one can acquire in any area leads one that much closer to the truth.”

Carl Rogers

The purpose of this mixed methods study was to examine the change style preferences of secondary principals in South Carolina with an arts background and those without an arts background. The study determined if a preferred change style existed for secondary principals in South Carolina who had an arts background and if that preferred change style was the same or different for secondary principals in South Carolina who did not have an arts background. The study then examined any similarities or differences that existed between these two groups. The Change Style Indicator (Musselwhite and Ingram, 2003) and follow-up interviews were used to collect data. Thirty secondary principals in South Carolina were invited to participate in this study including ten with an arts background and twenty without an arts background.

Twenty-four (80%) principals responded. The sample group of secondary principals consisted of 62.5% males and 37.5% females; 70% minority and 29.2% white. Twenty-five percent of the respondents were principals with an arts background and 75% of responding principals were without a background in the arts. School districts from the midlands to the coastal regions were represented in this study. Eight districts were

represented in the sample: six districts were in the midlands area, one in the Pee Dee area and one in the coastal region.

Eight principal respondents comprising both subgroups were selected to be interviewed based on their identified *CSI* category. Four *conservers* from the principals with an arts background and four *pragmatists* from those without an arts background were chosen. Of the eight principals interviewed, four were males and four were females, seven were minorities and one was white. All of these principals had more than 3 years of principalship experience.

Research Questions

This research utilized two methods of analysis to address the research questions. Quantitative and qualitative methods were used in this mixed methods research. For questions one and two, statistical data was used to analyze their preferred *CSI* category. The quantitative method utilized scores on the continuum and means of the sample groups to provide data regarding the principals' change style preferences.

The qualitative follow up was used to clarify and enhance the quantitative findings. Analysis of the interviews was completed through transcriptions of either in person, phone, and email response data. Multiple informal methods of analytical deduction and clarification techniques were used to associate the data according to change style indicators. Comparing the quantitative and qualitative findings helped further clarify the subgroup of principals' preferred change styles preferences and differences. The quantitative and qualitative data were analyzed by comparing interview responses of selected principals from both groups to their identified change style

preference category. Comparisons of the interview data of the four *conservers* from the arts background group and four *pragmatists* from the non-arts background group, was gathered to further clarify the perceptions of both groups that resulted in their self-reported responses on the *CSI*.

Research Question 1: Is there a preferred change style for secondary principals in South Carolina with an arts background?

Answer to Research Question 1: The analysis of data from the *CSI* revealed that the secondary principals' responses of the sample with an arts background categorized them as *conservers* (67.7%) and *pragmatists* (33.3%). The mean score of this sample group was -12. This mean score along with the identified *CSI* category of this sample group indicated that the preferred change style preference of these principals was *conserver*.

Research Question 2: Is there a difference between the preferred change style of secondary principals in South Carolina with an arts background and secondary principals in South Carolina without an arts background?

Answer to Research Question 2: Analysis of the data obtained from the *CSI* revealed that the secondary principal's responses without an arts background identified them as *conservers* (27.8%), *pragmatists* (61.1%), and *originators* (11.1%). The mean score of this non-arts group was -5.53. This mean score along with the majority of identified *CSI* category revealed that the preferred change style preference of these principals without an arts background was a *pragmatist*. There were similarities and differences among the interviewed principals from these two groups. The *conservers*

with the arts background sample and the *pragmatists* without an arts background both indicated that previous experience and focus on an overall vision was particularly important in their change style preference interview responses. The *conservers* indicated that much of their experience in the arts involved them providing strong leadership and direction for their performing groups. These *conservers* often established the procedures and course of direction for their groups. These responsibilities cultured them towards embracing top down leadership characteristics. The *pragmatists* indicated that, as individual classroom teachers, they were always part of a department. They also indicated that their experiences working within the department influenced them to always involve others in their decision making processes. The *conservers* felt they would have scored in the *originator* category, which contradicted their actual designation. The *pragmatists* more accurately predicted that they would indeed score in the *pragmatist* category. These differences were important though both groups had several common philosophies that they endorsed as leaders. Interviews revealed that the *conservers* were very confident in their manner of leadership because they saw their schools as a parallel to the bands and choruses they led as fine arts teachers. The *pragmatists* were less emotional about their leadership perspective and tended to yield their style to those cultivated by contributions from their entire staff.

Most of the arts background principals scored as *conservers* based on their responses to the *CSI*. Interviews revealed that this realization angered many of the arts background principals when they were notified of this fact. These principals felt that their involvement in the arts validated their creativity as a person. They felt that because they often shaped shows, performances, and new ways of learning, that they obviously

would score in the *originator* category on the *CSI*. After discussing their ability to improvise for certain situations involving performance, they came to the realization that they could adapt to any given circumstance within an arts performance to ensure success. After a review of the indicators for a *conserver* versus those for an *originator*, these principals realized their ability to adapt to a pre-determined plan was more aligned with the views of a *conserver* than an *originator*.

The *conserver* scores for the non-arts principals were much higher than the normed scores from the *CSI*. During interview, a majority of the arts background principals spoke about the experiences they gained leading either their chorus or band as a classroom instructors. These principals talked about the process of preparing their groups for competition. These arts background respondents stated that concise established rules were a normal part of the rubrics for their competitions. A number of the principals, who were former band directors, spoke about the necessity of learning the established protocols within their art form to be successful in the competitions for their performing groups. They determined that they were skilled at adapting to the comments provided by the different judges they experienced at various competitions. These arts background educators also stated that they learned early in their careers that in order to be successful with their groups, they had to first learn the established sounds, actions and goals to impress most judges. These experiences caused these educators to focus heavily on the current structure and to continually build on what structure was in place and already working to be successful. These characteristics are strong indicators of *Conservers* in the *CSI* model and most likely offer some explanation for the high *conserver* scores presented in this research.

Item analysis of questions from the *CSI* revealed that the eight principals interviewed gave responses that were consistent with the overall perceptions of the subgroup of principals they represented.

Conclusions

The purpose of this study was to determine if there was a preferred change style preference of secondary principals in South Carolina with an arts background and if that preferred change style preference was the same or different for secondary principals without an arts background. The researcher determined that the preferred change style preferences of the sample group of secondary principals in South Carolina with an arts background was *conservator* while the preferred change style preferences of the sample principals without an arts background was *pragmatist*. The change style preferences of these two sample groups are different.

The research provided several insights regarding similarities and differences in the change styles of principals with an arts background and principals without an arts background. After analysis of the quantitative and qualitative data, the researcher concluded that both sample groups rely heavily on their experiences as classroom instructors to influence their decision making preferences as principals. The researcher also concluded that both sample groups adhered to an overall vision for their schools, and this vision also influenced their answers to many of the paired questions on the *CSI*. The researcher concluded that principals with an arts background valued top down leadership whereas principals without an arts background valued a more inclusive approach that involved more people in the decision making process.

Interviews revealed that the predicted change style preference of those with an arts background was not consistent with their actual change style preference. Principals without an arts background more accurately predicted their preferred change style preference. Believing in their overall creativity as artists, the principals in this sample group felt confidently that they would score in the *originator* category. This confidence was offered earlier in the literature review when Kelehear (2006) suggested that many of our teachers have arts backgrounds that endear them to the challenges and processes they may have experienced as a student or in their everyday life.

Non-arts principals felt that, given the definitions of all three categories, their leadership styles would place them in the *pragmatist* category. Previously in the literature review, Ellsworth (2001) pointed out that Fullan's model helps the school leader deal with the implications of change for people or organizations and notes what different stakeholders can do to promote change that addresses their needs and priorities. The perspectives revealed in the interviews by principals without an arts background valued the involvement of all stakeholders to guide decision on projects and processes for new programs. Fullan's model of change for school leaders generally paralleled the actions and answers that principals in this sample advocated.

The combination of quantitative and qualitative data gathered for this research helped define the preferred leadership styles of the sample of principals with an arts background and those without an arts background. In revealing the scores of both sample groups with the arts-background principals labeled *conservers* and the non-arts background principals being labeled *pragmatist*, the researcher concluded that these two groups were different in their preferences regarding change and leadership.

In the context of the changing role of the school leadership, Gamage (1990) asserts that it is necessary for a principal to understand where they stand along the leadership continuum when managing a school towards improving student achievements. A principal needs to have a clear understanding of the major dimensions of their position, including leading change efforts within their schools. With the rapid turnover in schools and high accountability as well as high stakes testing, principal selection will become even more important in the years to come. Knowing the styles of potential principals, could help personnel directors more effectively pair leaders and schools.

Recommendations

This study found that the responding South Carolina secondary principals with an arts background had a preferred change style preference of conserver, and the responding principals without an arts background had a preferred background had a change style preference of pragmatist. Interviews with eight principals revealed similarities regarding vision and reliance on past experiences to develop leadership perspectives. These interviews also revealed a preference by the arts group towards top-down directions. In contrast, the non-arts group valued participatory contributions to leadership decisions. Fullan's views about leadership perspective and how they affect the culture of change with an organization were evidenced by the similarities and differences discovered in these interviews.

The findings and literature lead the author to the following recommendations for researchers.

1. Conduct additional research on principal preferred change style preferences. A larger sample of these two groups of principals could reveal if the results of this research translate to a larger population.
2. Conduct additional research across other states to further explore and compare the change style preferences and leadership styles of these subgroups of principals. South Carolina is a small state with few principals that have an arts background. Increasing the size of the sample to explore this research may provide stronger validity and additional substance to the findings.
3. The qualitative research provided helpful data on behaviors and perspectives that led to the identified change style preferences. A larger qualitative sample may broaden the knowledge of the similarities and differences revealed in this research and the correlations of an arts background to leadership success (Bloomberg 1989).
4. A follow-up study conducted in 3-5 years could provide additional data about the leadership styles and perspectives of these principals based on new expectations for principal evaluations.

The findings and literature lead the author to the following recommendations for practitioners.

1. Personnel directors could start to catalogue prospective administrative applicants by those with a background in the arts to use the preferred *CSI* designation notated in this research to consider administrative vacancies.

2. Personnel directors could start to have potential administrative applicants to take the *CSI* inventory as a part of the application process to determine the applicants perspectives as it relates to change.
3. Superintendents could use the *CSI* designation of its' administrative applicants to make administrative appointments that are compatible with the perspectives of the stakeholders in the schools that are in need of a new principal.
4. Personnel directors could start to find other common experiences and backgrounds to produce different groups to take the *CSI* to see if there is a preferred leadership style as it relates to change in these groups in order to make more informed decisions when filling administrative vacancies.

The findings and literature lead the author to the following recommendations regarding differential supervision.

1. Research could be conducted to define to what extent do these findings lead to perceptions on supervision from both sides of an administrator which could have implications for areas like Ed Pajak's (1993) clinical supervision model.
2. Research could be conducted to investigate the staff development implications derived from the results for administrators which could add information to researcher's studies like Zepada's (2004) work on administrative staff development.

The findings and literature lead the author to the following recommendations regarding self-discovery perspectives.

1. This research could be further explore to determine if change styles are affected by institutional biases that are influenced by the conservative nature of this state.
2. Further research could determine if one of these domains discovered in this study invite strength for relationship building based on additional research.
3. A caution may need to be explored if regards to only utilizing scores on a Change Style Indicator to promote principal placement. Further research may be needed to see how this information could be used in conjunction with other variables to help hire new principals instead of this information being used as the sole criterion for future principal selecton.
4. Further research could be conducted to determine if institutional biases point administrators towards a certain designation because those characteristics are the only ones accepted in our schools today.

Providing effective leadership is becoming a more difficult task for superintendents as their accountability and public transparency of student achievement increase. As expectations change, processes and procedures evolve at alarming rates. The changing standards of federal and local government for school proficiency have important implications for styles of principals. Fullan (2002) asserted that principals who can handle a complex changing environment generally possess the skills to be successful. Research, such as this study, will continue to uncover leadership styles and their

association to varying groups of educators with common backgrounds. Hopefully that will enhance the identification, selection and placement of principals in schools throughout our country.

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APPENDIX A: LETTER TO SECONDARY PRINCIPALS

Dear _____

My name is Sterling Harris. I am a student the University of South Carolina in the Educational Leadership Department under the supervision of Dr. Edward Cox. You are invited to participate in a research project entitled: DETERMINING THE CHANGE STYLES PREFERENCES OF PRINCIPALS IN SOUTH CAROLINA'S SECONDARY SCHOOLS WITH A BACKGROUND IN THE FINE ARTS.

The purpose of my research is to identify the similarities or differences that may occur in the leadership styles of principals with fine arts background versus those that do not have a fine arts background. This study has been approved by the University of South Carolina dissertation review board. It is my desire that this information can give greater insight to human resource departments about the specific leadership styles that are preferred by principals in these two specific groups as it relates to change. There are no identified risks from participating in this research. The online assessment used to measure is Change Style Indicator developed by Chris Mussellwhite. All responses will be kept anonymous. Results will only be categorized by these two groupings.

The online version of the Change Style Indicator) will take approximately 10 to 15 minutes to complete. Responses to the survey will only be reported in aggregated form to protect the identity of respondents. The information will be used to complete the dissertation referenced above. Further information regarding the research can be obtained from the principal researcher, Sterling Harris, or my faculty advisor Dr. Edward Cox. If you wish further information regarding your rights as a research participant, you may contact me at my email sharris952@sc.rr.com or via phone communication at 803-240-5944.

If you can reply to this letter with an affirmation to participate, I will go ahead and send you an email request to participate and link to an online CSI version of the inventory. Once again thank you for all of your assistance in completing this research.

APPENDIX B: INVITATION EMAIL TO SELECTED PRINCIPALS

Dear Potential Participant:

My name is Sterling Harris. I am a student the University of South Carolina in the Educational Leadership Department under the supervision of Dr. Edward Cox. You are invited to participate in a research project entitled: DETERMINING THE CHANGE STYLES PREFERENCES OF PRINCIPALS IN SOUTH CAROLINA'S SECONDARY SCHOOLS WITH A BACKGROUND IN THE FINE ARTS.

The purpose of my research is to identify the similarities or differences that may occur in the leadership styles of principals with fine arts-based background versus those that do not have a fine arts background. This study has been approved by the University of South Carolina dissertation review board. It is my desire that this information can give greater insight to human resource departments about the specific leadership styles that are preferred by principals in these two specific groups as it relates to change. There are no identified risks from participating in this research. The online assessment used to measure is Change Style Indicator developed by Chris Mussellwhite. All responses will be kept anonymous. Results will only be categorized by these two groupings.

The online version of the Change Style Indicator) will take approximately 10 to 15 minutes to complete. Responses to the survey will only be reported in aggregated form to protect the identity of respondents. The information will be used to complete the dissertation referenced above. Further information regarding the research can be obtained from the principal researcher, Sterling Harris, or my faculty advisor Dr. Edward Cox. If you wish further information regarding your rights as a research participant, you may contact me at my email sharris952@sc.rr.com or via phone communication at 803-240-5944. .

If you can reply to this email with a simple confirmation to participate, I will go ahead and send you the link to complete the short online instrument. Once again thank you for all of your assistance and participation towards my completion of this research.

APPENDIX C: INTERVIEW QUESTIONS FOR SELECTED PRINCIPALS

Given the definition of pragmatist, conserver, and originator which one did you expect fine arts principals to prefer?

Why do you expect that preference from a fine arts principal?

What experiences, related to your fine arts background or lack of a fine arts background, led you to take certain attitudes on leadership as it relates to change?

Why do you feel that the designation that was most common among principals with a fine arts background or without a fine arts background revealed itself after taking the CSI?

What training, duties and experiences, related to your fine arts experiences helped prepare you to be a better leader as it relates to your approach to change in improving a school that you are newly assigned to take over?